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ABSTRACT

The Special Delivery Systems project developed a curriculum for students with learning disabilities (LD) in an adult basic education program. The curriculum was designed to assist and motivate the students in the educational process. Fourteen students with LD were recruited and screened. The curriculum addressed varied learning styles combined with the appropriate learning setting and self-esteem instruction, stress management, and communication and assertiveness skill training. The cognitive component of the Special Delivery Systems curriculum included adaptation for listening skills deficiencies, visual deficiencies, and attention deficits. Measurement of program success was based on the completed curriculum, written test results, and completed individualized education plans for students. (A bibliography lists 18 LD resources. These appendixes are attached to the 16-page report: student intake form; individualized enrollment plan; screening tool and example; screening procedure; permission form and example; Slosson Oral Reading Test (SORT); SORT lists for distractable clients; Barsch learning style inventory; Torrance brain dominance analysis; psychological evaluations; client contact form; LD status report and example; educational counseling service screening; LD reading strategies; LD behaviors list; information on auditory and visual dyslexia; and informative handouts from an LD seminar.) (YLB)

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SPECIAL DELIVERY SYSTEMS

FINAL REPORT

TIU ADULT EDUCATION AND JOB TRAINING CENTER

CE 055 115

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Special Delivery Systems

Final Report

by

Carol Molek, Project Director

89-90

June 25, 1990

TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
717-248-4942

98-0039 - $13,985

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ABSTRACT

Title: Special Delivery Systems

Address: TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Phone Number: (717) 248-4942

Director: Carol Molek

Funding: $13,985

Duration of Project:

From: 7/1/89 To: 6/30/90 Number of Months: 12

Objectives:

-to create a curriculum for learning disabled students addressing problem areas of the ABE program

-to identify up to 20 learning disabled adult students

-to provide evaluations for these students

-to develop materials and information for IEP's for each of these students

Description:

Special Delivery Systems proposed to develop curriculum for LD students in an ABE program. We feel the curriculum will enhance varied learning styles through IEP's reflecting: textbook modifications, environmental conditions, development of study skills, etc. This comprehensive curriculum reflects major problem areas identified in objective psychological evaluations. Our hope is that as a result of the curriculum LD students will have more success in the completion of the ABE/GED program.

Target Audience:

The audience to benefit from this curriculum are learning disabled students enrolled in our ABE programs and others statewide where the curriculum is adopted.

Product:

-curriculum addressing special needs of learning disabled students in ABE program

-final report

Method of Evaluation:

Evaluation is based on:

-completion of curriculum

-written test results evaluating LD status of incoming students

-IEP's on participating students

-completion of final report documenting problems and success of this project

Special Delivery Systems

Introduction

Special Delivery Systems addressed state priority #8 - grant to develop a comprehensive curriculum for learning disabled adult students for ABE/GED instructional purposes.

The proposal addressed a need to design and develop a manageable curriculum to assist and motivate the reluctant learning disabled adult in the education process.

Since the inception of the Adult Center six years ago, it became apparent that an increasing number of our ABE/GED adult students have been unable to complete their particular course of study. Upon subjective evaluation, a number of causal factors were found to exist. One factor appeared to be a vast discrepancy between general intelligence and academic/education achievement. A second factor was the difficulty experienced by the student in his last school environment. A third factor related to a correlation of learning capabilities and self-esteem. A final factor often showed a distinct deficiency in a specific academic area such as spelling or arithmetic. These subjective observations led to the development of a screening process through a local psychologist, the Office of Vocational Rehabilitation, and the Adult Center.

The results of this subjective screening led to referrals for objective educational evaluation by an educational psychologist. It became evident that a number of problem areas had to be addressed to meet the needs of this identified learning disabled population. Three major problem areas that indicated proportional concern were numerous and varied learning styles, environmental factors in the learning setting, and self-esteem.

Little information has been available on developed curriculum

to meet the educational needs of the learning disabled adult student. Our goal was to develop a comprehensive curriculum that reflected the major problem areas identified in the objective psychological evaluations. It is our hope that as a result of this curriculum, our learning disabled students will succeed in the completion of the ABE/GED program and that other learning centers in the state will also adopt and benefit from this project.

Time frame for the project was as follows:

July, August, September '89 - Intake process for 5-10 potential learning disabled adults and objective educational evaluation and curriculum development.

September '89-June '90 - Ongoing individual and small group and self esteem instruction.

November '89, January '90 and March '90 - Intake process for 5-10 potential learning disabled adults. Curriculum revision.

June '90 - Final curriculum revision. Final report.

The project director was Carol Molek. Ms. Molek coordinates programs at the TIU Adult Education and Job Training Center. Her six years in this position have made her sensitive to the learning disability problems of our students and the various ways these problems may be addressed. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, developed curriculum, reported to and communicated with the Department.

Lori Capellari worked with us as a learning disability consultant and was responsible for developing the curriculum in response to the test results of participants. She then developed specific IEP's for those identified as LD. Ms. Capellari has a BS from Penn State University in EEC and is certified at the K-12 levels for mentally and physically handicapped. Her experience includes positions as a

Clinical Teacher, LD RR Teacher, Instructional Aide and private tutor in private and public school facilities.

Barbara Goss, Instructor at the TIU Adult Education and Job Training Center served as instructor and tutor co-ordinator on this project. Ms. Goss worked with Ms. Capellari and Ms. Molek in the development of curriculum and implementation with our students. Ms. Goss has been teaching adults at our Center for 5 years and has an outstanding record of success in the areas of retention and completion of our students.

Additional support personnel for the project were William Fox, Office of Vocational Rehabilitation and David Ray, Educational Psychologist. Our Adult Center staff has been working with these men for two years on referrals, testing, and counseling of learning disabled adults.

The audience this project addresses are ABE instructors and tutors. The curriculum and techniques offered should serve as a tool to assist in delivering appropriate services to learning different students.

Permanent copies of this report can be obtained from:

Division of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Delivery Systems was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local educational agency which provides educational and management services to 11 school districts and 2 area

vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the Juniata-Mifflin Area Vocational-Technical School. Center programs have included 306/321 ABE and GED programs; Act 143 Program; the GED Alumni Association; 8 JTPA Programs; Project: Re-Entry for single parents and homemakers, and thirteen 310/353 special projects.

Special Delivery Systems program was based at the TIU Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational Technical School in Lewistown, Mifflin County. The Adult Center is the home of 17 adult educational programs meeting the needs of adults in Juniata and Mifflin Counties. February '90 marked the Adult Center's 6th year of successful operation.

Program Design

The design of Special Delivery Systems program in regard to selection and recruitment of participants consisted of the same methods by which all ABE students enter our Center.

Our recruitment efforts were extensive and continuous throughout the year. Our GED alumni served as recruiters as did current students. In our rural community, "word of mouth" has always been a powerful recruiting tool. We also advertised in 4 newspapers, 5 radio stations, and on cable TV continually. Our Speakers' Bureau promoted our programs and recruited for us at speaking engagements in community agencies and organizations.

When we received a referral or an interested person came to or called the center, an intake appointment was made. At this meeting, general information was recorded and in an informal atmosphere, questions were asked to deduce if there were any particular learning problems. If no problems were apparent at this point, the student was scheduled for testing with our counselor and was then enrolled in an ABE Program.

If the student mentioned a learning deficiency at intake or if one was discerned, an additional screening tool was used. A copy of this tool is in the appendix of this report. This tool was utilized with potential LD students.

The Adult Center counselor then used the findings from the intake sheet, the TABE test, and the LD screening tool to recommend further testing for the student by the local psychologist. If the objective findings of the psychologist indicated an LD adult learner, the student

was included in this program of specialized instruction.

The design of the Special Delivery Systems program involved the following components. The project developed and utilized materials that enhanced the varied learning styles needed to meet the individual plans of the identified learning disabled adult students. The curriculum included individualized instruction. Included were textbook modifications; accommodations, e.g. reduced environmental stimulation; re-structuring testing procedures; development of study skills; utilization of tactile methods; self-esteem classes; and varied teaching styles. An important part of the curriculum was drawing attention to establishing the necessary environment for learning. Environments conducive to learning included sound proof rooms, learning cubicles, seating proximity, various furniture arrangements, one-to-one tutoring and/or small group instruction.

Another component of the curriculum consisted of the development of self-esteem training. Participating learning disabled students utilized various exercises from the curriculum. Some worked on self-esteem issues in one-to-one settings and some in small groups. Topics included were communication, assertiveness training, stress management, values clarification, and motivation techniques. Personality mosaics and other self awareness instruments were given to the students.

Stress management was offered from a cognitive aspect. The focus was one in which the students correlated the ideas of "as you think" with the levels of stress in their lives. Throughout self-esteem training motivation techniques are stressed.

Finally communication and assertiveness skill training were provided to assist the LD adult express more appropriately his/her needs in the educational setting.

The cognitive component of the Special Delivery Systems curriculum included adaptation for listening skills deficiencies, visual deficiencies, and attention deficits. Specific learning objectives were addressed in the following areas: vocabulary building, reading comprehension, reference skills, writing, spelling, and mathematical skills from computation of whole numbers to algebra and geometry.

Written materials were modified to include large print for the learning disabled student with visual perception and/or visual motor impairments. Audio tapes provided part of the modified individualized instruction. For the visual learner, computer instruction was incorporated in a specific skills building format. For example, the student will need to build essay writing skills by learning the component parts.

The comprehensive curriculum was a direct result of meeting the specific learning needs of our identified learning disabled students. Previously compiled curriculum and materials have often been based upon subjective research of learning disabled children. However, we know these materials can be inappropriate for the adult learner for a number of reasons. These factors include the value system of the adult, the broadened disparity between intelligence and educational achievement, and significantly lowered self-esteem.

The curriculum addressed varied learning styles combined with the appropriate learning setting and self-esteem instruction to encourage and enhance learning for the disabled adult students. As self-confidence

and self-assurance began to develop, the results we noted were a successful completion of or retention in the ABE/GED program for more of these special needs students.

We plan to use the results of this project to better serve our future students by continuing the LD screening process and providing appropriate instructional materials and setting for those identified. It is hoped that the developed comprehensive curriculum will be adopted by other ABE programs throughout the state.

Objectives/Results

-to create a curriculum for learning disabled students to address problem areas of the ABE student program

the curriculum was developed and utilized with identified LD adults

-to identify up to 20 adult students who may be learning disabled

14 learning disabled students received services under this project

-to provide subjective and objective evaluations for the same populations

students were screened for learning disabilities at intake and referred to a licensed psychologist for testing

-to collect materials and information for individual education plans for each of the identified learning disabled adult students as a part of the total curriculum development

IEP's were developed for participants. Specific techniques used with them were incorporated within the curriculum

Evaluation

Evaluation was an ongoing process. Measurement of success was based on:

-completed curriculum addressing the problem areas of the ABE study program for learning disabled students. This curriculum includes materials and information for IEP implementation.

-written test results provided by the Adult Center counselor through information and subjective evaluation and objective evaluation through the educational psychologist.

-a completed IEP for the identified learning disabled students.

-production of a final report that documents the progress and success of the entire program.

By meeting our objectives and providing a service to other ABE practitioners, we feel our project was very successful.

Dissemination

This project will be available for dissemination through:

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and the Tuscarora Intermediate Unit Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Conclusions/Recommendations

Our Special Delivery Systems project provided a needed expansion of our ABE curriculum at the local level. With more tutors working with our learning different students, we needed to give them a tool they could use which would increase the possibilities for success for these students. Since many of our tutors are not experienced teachers, they have been making requests to us for assistance in meeting the needs of their students. We feel we have made much headway in offering alternative teaching modes for our instructional and tutorial staff. In so doing we also feel we have created a transferable curriculum which will be well utilized statewide.

Our recommendations for the future for ourselves and others are to continue pursuing solutions to the complex puzzles our learning different adults often present to us. The great relief and feeling of accomplishment felt by our students becomes our reward.

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, Getting the Gist: Relating Text Processing Research to Reading and Writing Instruction for Learning Disabled Secondary Students. New York: Long Island University Transition Project, Document No. 5, n.d.

Appendix

Student Intake Form

Individualized Enrollment Plan

Individualized Enrollment Plan Re-Assessment

Screening Tool (and Example)

Screening Procedure (Mental Health)

LD Permission Form (and Example)

LD Referral Letter

Slosson Oral Reading Test (SORT)

SORT Lists for Distractable Clients

Barsch Learning Style Inventory

Torrance Brain Dominance Analysis

Psychological Evaluations

GED Application for Special Testing

Client Contact Form

LD Status Report (and Example)

LD Student Essay: "Why I Want My General Education Diploma"

Student of Year Nomination

Educational Counseling Service Screening

LD Reading Strategies

LD Behaviors List

Auditory Dyslexia

Visual Dyslexia

Dr. Richard Cooper: Seminar Information

SECTION ONE: STUDENT INTAKE INFORMATION

1. Name _____ 2. Social Security Number (15-23) |_|_|_|_|_|_|_|_|_|

3. Permanent Home Address: Number & Street _____

City _____ Zip Code (24-28) |_|_|_|_|_| Telephone _____ 4. County _____ (see instructions for code) (29-30)

5. School District: |_|_|_|_|_| (see instructions for code) (31-35)

6. Name of person other than student's immediate family who will know where student is living should he/she move from present address: (not required for PDE reporting)

Name _____ Address or Phone: _____

7a. Sex (36) ____ 1. Male ____ 2. Female 7b. Date of Birth (MM/YY) ____ / ____ (37-38) 8. Race ____ (39) (See instructions)

9a. Marital Status: 1. ____ Single 2. ____ Married 3. ____ Separated/Divorced 4. ____ Widow/Widower (40)

9b. Number of Dependents Under 18 ____ (41-42)

10. Student's initial entry level in this program. (43) Check one level only (see instructions):

1. ____ Beginning ESL 2. ____ Intermediate ESL 3. ____ Advanced ESL 4. ____ 0-4 5. ____ 5-8 6. ____ 9-12

11. Has the student previously completed an ABE, ESL or AL program? 1. ____ Yes 2. ____ No (44)

12a. At time of enrollment student is (check one–see instructions) (45)

1. ____ employed 2. ____ unemployed/available for work 3. ____ unemployed/not available for work

b. At time of enrollment student is (check ALL that apply–see instructions)

____ (46) handicapped ____ (47) institutionalized ____ (48) homeless adult ____ (49) an immigrant ____ (50) limited in English proficiency

____ (51) receiving public assistance ____ (52) enrolled in other Federal training or educational program (PIC, etc.)

13. Student's classes located in (see instructions for code): ____ (53-54)

14. Circle last grade of school completed: (55-58) 00 01 02 03 04 05 06 07 08 09 10 11 12

Special Education (13) Non-English Diploma (14) Post-High School Study (15)

15. How did student find out about this program? (check only ONE): (57-59)

- ____ 01. School Board, IU, School announcement
- ____ 02. Newspaper, radio, TV
- ____ 03. Handout, mailed leaflet
- ____ 04. Sign, billboard, phonebook (not in school, worksite, agency)
- ____ 05. Relative, friend, acquaintance
- ____ 06. Employer/union-worksite announcement
- ____ 07. Previously studied ABE/GED or Adult Literacy
- ____ 08. School/college counselor/teacher
- ____ 09. Institution or group home personnel:
- ____ 10. Library/other independent adult ed agency
- ____ 11. Community agency/human services agency
- ____ 12. Clergy/church group
- ____ 13. PIC/JTPA SPOC program
- ____ 14. Rehab. Counselor, caseworker, OES job service
- ____ 15. Court: Probation, parole, etc.
- ____ 16. Military recruiter
- ____ 17. Political/public official

Additional answers (check closest response also:) _____

16. Major reason for participating in program (check only ONE): (59-60)

- 1. ____ to improve job prospects
- 2. ____ to learn better English
- 3. ____ to obtain driver's license
- 4. ____ to obtain citizenship
- 5. ____ to get diploma or certificate
- 6. ____ to qualify for training military
- 7. ____ to read to or help children with homework
- 8. ____ social acceptance, self satisfaction
- 9. ____ qualify for college, business school
- 10. ____ required by probation, welfare, parole
- 11. ____ to achieve competency in reading/spelling etc., with no specific purpose in mind
- 12. ____ to achieve competency in math

Additional Explanation: (Check Closest Response Also) _____

INDIVIDUALIZED ENROLLMENT PLAN

Date:_____ Program/s:_____

Name_____

Address_____ S.S. #_____

Phone_____ D.O.B./Age_____

Present Levels_____/Instrument_____Post Test_____/_____
_____/_____ _____/_____

Strengths/Weakness/Interests/Abilities_____

_____

_____

Long.term objective:

Short term goals/methods: Date achieved:

_____continued on reverse side

Termination status/comments:

Student_____ Date_____

Staff_____ Date_____

_____Follow up data on reverse side

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INDIVIDUALIZED ENROLLMENT PLAN

RE-ASSESSMENT SHEET

Date of Initial Plan_____

ReAssessment_____

Name_____

Long term objective:

Short term goals/methods: Date achieved:

Comments:

Student_____ Date_____

Staff_____ Date_____

_____see reverse side

NAME _____

SCREENING TOOL

(Do you sometimes feel you:)	have a short attention span?
(Do you sometimes feel you:)	start an activity (such as reading) and have trouble finishing it?
(Do you sometimes feel you:)	are distracted by sounds while reading or studying?
(Do you sometimes feel you:)	say things before thinking?
(Do you sometimes feel you:)	have to read the same material over and over?
(Do you sometimes feel you:)	have difficulty with spelling?
(Is it hard for you to:)	copy from the board?
(Do you sometimes feel you:)	can say things better than write them?
(Do you often ask people:)	to repeat themselves?

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SCREENING TOOL (cont)

Do you learn best:

_____ a) reading information

_____ b) listening to someone talk on a topic

_____ c) seeing information on the chalkboard

(Do you have:)

trouble being on time for appointments

Do you need a quiet place to work:

Do you daydream alot?

Do your letters often get mixed up when you write a word?

Do you have difficulty learning new vocabulary?

Do you easily forget new words you learned?

Which would you prefer to read:

_____ a) a short story?

_____ b) a poem?

_____ c) a lengthy book?

NAME [redacted]

SCREENING TOOL

(Do you sometimes feel you:) have a short attention span?

NO - do about anything and not give up until finished

(Do you sometimes feel you:) start an activity (such as reading) and have trouble finishing it?

Depends on the activity; interest makes Tom "stick with" things

(Do you sometimes feel you:) are distracted by sounds while reading or studying?

yes

(Do you sometimes feel you:) say things before thinking?

yes

(Do you sometimes feel you:) have to read the same material over and over?

yes

(Do you sometimes feel you:) have difficulty with spelling?

yes

(Is it hard for you to:) copy from the board?

NO

(Do you sometimes feel you:) can say things better than write them?

yes, Tom said, "I know I could!"

(Do you often ask people:) to repeat themselves?

Not very often

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SCREENING TOOL (cont)

Do you learn best:

_____ a) reading information

__✓__ b) listening to someone talk on a topic

__✓__ c) seeing information on the chalkboard

(Do you have:)

trouble being on time for appointments

NO

Do you need a quiet place to work:

yes

Do you daydream alot?

NO

Do your letters often get mixed up when you write a word?

NO

Do you have difficulty learning new vocabulary?

NO

Do you easily forget new words you learned?

NO

Which would you prefer to read:

__✓__ a) a short story?

_____ b) a poem?

_____ c) a lengthy book?

NAME [redacted]

SCREENING TOOL

(Do you sometimes feel you:)	have a short attention span?	yes
(Do you sometimes feel you:)	start an activity (such as reading) and have trouble finishing it?	NO
(Do you sometimes feel you:)	are distracted by sounds while reading or studying?	sometimes
(Do you sometimes feel you:)	say things before thinking?	yes
(Do you sometimes feel you:)	have to read the same material over and over?	yes
(Do you sometimes feel you:)	have difficulty with spelling?	yes
(Is it hard for you to:)	copy from the board?	sometimes
(Do you sometimes feel you:)	can say things better than write them?	sometimes
(Do you often ask people:)	to repeat themselves?	yes

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SCREENING TOOL (cont)

Do you learn best:

_____ a) reading information

_____ b) listening to someone talk on a topic

_____ c) seeing information on the chalkboard

doing over and over

(Do you have:)

trouble being on time for appointments

no

Do you need a quiet place to work:

it helps

Do you daydream alot? used to

Do your letters often get mixed up when you write a word? sometimes

Do you have difficulty learning new vocabulary?

must say, spell, and write it

Do you easily forget new words you learned?

not necessarily

Which would you prefer to read:

_____ a) a short story?

_____ b) a poem?

_____ c) a lengthy book?

on interest level

SCREENING PROCEDURE

We want to help you as best we can; I'd like to ask some questions which will help us assist you and select the best programs for you.

SIGNS/SYMPTOMS:

Do you notice that you are sick and run down alot?

NO

Do you sleep about 7 hours a night?

Between 6 and 7 hrs.

Do you wake often during the night?

Maybe once

What have you been doing in the past year to keep busy?

Working pt. at Empire Kosher - outside of work: Gardening. car repairs fishing

Have you felt that people have or do treat you unfairly? (your family friends; outside people)

first response - "Can't answer" - then family - NO

Do you take any medication?

yes - High Blood pressure

Can you tell me what the medication is for?

High Blood pressure

Do you have alot of debts you need to pay off?

NO

Do you have children?

4 (15, 13, 12, 2)

Have you noticed that your children cause you alot of stress?

NO

What agencies have you gotten help from?

_____ Office of Vocational Rehabilitation (OVR)

_____ Mental Health (MH/MR)

✓ Department of Public Assistance (DPA)

✓ JTPA (Job Training Office)

_____ Housing Authority

_____ Domestic Relations

_____ Children and Youth

_____ Drug/Alcohol Counseling

✓ Others Training in Auto Mechanics from Behab. Services in Utah

Have these agencies helped you?

No Complaints

SCREENING PROCEDURE

We want to help you as best we can; I'd like to ask some questions which will help us assist you and select the best programs for you.

SIGNS/SYMPTOMS:

Do you notice that you are sick and run down alot?

last few years - yes

Do you sleep about 7 hours a night?

no (more or less ok)

Do you wake often during the night?

occasional

What have you been doing in the past year to keep busy?

1) work - home and job
2) family

Have you felt that people have or do treat you unfairly? (your family; friends; outside people)

not particularly

Do you take any medication?

insulin

Can you tell me what the medication is for?

diabetic

Do you have alot of debts you need to pay off?

medical

Do you have children?

2 at home
1 away

Have you noticed that your children cause you alot of stress?

NORMAL

What agencies have you gotten help from?

- ✓ Office of Vocational Rehabilitation (OVR) ('78)
- ✓ Mental Health (MH/MR)
- ✓ Department of Public Assistance (DPA)
- ____ JTPA (Job Training Office)
- ____ Housing Authority
- ✓ Domestic Relations
- ✓ Children and Youth
- ____ Drug/Alcohol Counseling
- ____ Others PENN STATE - family counseling

Have these agencies helped you? not really

LD PERMISSION FORM

_____ _____

Student Name Social Security Number

_____

Phone

_____

Reading Math English

Other screening information:

_____ last grade completed

_____ special instruction in school

_____ problems related to employment

_____ screening tool sheet attached

_____ signs/symptoms sheet attached

Based upon screening information gathered by the Adult Education and Job Training Center, I agree to additional testing through the Office of Vocational Rehabilitation. I understand that the cost of testing will be paid by OVR. The purpose of testing will be to identify learning needs to assist me in getting my GED.

_____

Signature of Participant

LD PERMISSION FORM

[redacted]
Student Name

177-44-2929
Social Security Number

242-9415
Phone

Reading Math English

Other screening information:

10 last grade completed

None special instruction in school

gaining new knowlegde problems related to employment

X screening tool sheet attached

X signs/symptoms sheet attached

Based upon screening information gathered by the Adult Education and Job Training Center, I agree to additional testing through the Office of Vocational Rehabilitation. I understand that the cost of testing will be paid by OVR. The purpose of testing will be to identify learning needs to assist me in getting my GED.

Carolyn L. Myers
Signature of Participant

32

ADULT EDUCATION
TUSCARORA INTERMEDIATE UNIT
CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

Mr. Bill Fox
Office of Employment Security
21 South Brown Street
P.O. Box 668
Lewistown, PA 17044

RE: LD Screening Referral

Dear Bill,

[redacted] has been referred to you for LD screening with Dave Ray.

Thank you for your assistance.

Sincerely,

Barb

Barb Goss
GED Instructor

CC: Dave Ray

September 28, 1989
date

SLOSSON ORAL READING TEST (SORT)

p a record from year to year"

Richard L. Slosson

READING LEVEL	
SCHOOL GRADE	

NAME _____ (LAST FIRST MIDDLE) AGE _____ DATE _____

SCHOOL _____

EXAMINER _____

A

List P (20)	B List 1 (40)	C List 2 (60)
1. see	1. with	1. game
2. look	2. friends	2. hide
3. mother	3. came	3. grass
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

D List 3 (80)	C List 4 (100)	F List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

G List 6 (140)	H List 7 (160)	I List 8 (180)	J List 9-12 (200)
1 installed	1 administer	1 prairies	1 traverse
2 importance	2 tremor	2 evident	2 affable
3 medicine	3 environment	3 nucleus	3 compressible
4 rebellion	4 counterfeit	4 antique	4 excruciating
5 infected	5 crisis	5 twilight	5 pandemonium
6 responsible	6 industrious	6 memorandum	6 scrupulous
7 liquid	7 approximate	7 whimsical	7 primordial
8 tremendous	8 society	8 proportional	8 chastisement
9 customary	9 architecture	9 intangible	9 sojourn
10 malicious	10 malignant	10 formulated	10 panorama
11 spectacular	11 pensive	11 articulate	11 facsimile
12 inventory	12 standardize	12 deprecate	12 auspicious
13 yearning	13 exhausted	13 remarkably	13 contraband
14 imaginary	14 reminiscence	14 contrasting	14 envisage
15 consequently	15 intricate	15 irrelevance	15 futility
16 excellence	16 contemporary	16 supplement	16 enamoured
17 dungeon	17 attentively	17 inducement	17 gustatory
18 detained	18 compassionate	18 nonchalant	18 decipher
19 abundant	19 complexion	19 exuberant	19 inadequacy
20 compliments	20 continuously	20 grotesque	20 simultaneous

SCORE

List P	
List 1	
List 2	
List 3	
List 4	
List 5	
List 6	
List 7	
List 8	
List 9-12	

Raw Score _____

(Total number of correct words including the words below starting level.)

34

(Any specific coaching on these particular words will naturally reduce the validity of this test.)

LIST A

1. see
2. look
3. mother
4. little
5. here
6. can
7. want
8. come
9. one
10. baby
11. three
12. run
13. jump
14. down
15. is
16. up
17. make
18. ball
19. help
20. play

LIST B

1. with
2. friends
3. came
4. horse
5. ride
6. under
7. was
8. what
9. bump
10. live
11. very
12. puppy
13. dark
14. first
15. wish
16. basket
17. food
18. road
19. hill
20. along

LIST C

1. game
2. hide
3. grass
4. across
5. around
6. breakfast
7. field
8. large
9. better
10. suddenly
11. happen
12. farmer
13. river
14. lunch
15. sheep
16. hope
17. forest
18. stars
19. heavy
20. station

LIST D

1. safe
2. against
3. smash
4. reward
5. evening
6. stream
7. empty
8. stone
9. grove
10. desire
11. ocean
12. bench
13. damp
14. timid
15. perform
16. destroy
17. delicious
18. hunger
19. excuse
20. understood

LIST E

1. harness
2. price
3. flakes
4. silence
5. develop
6. promptly
7. serious
8. courage
9. forehead
10. distant
11. anger
12. vacant
13. appearance
14. speechless
15. region
16. slumber
17. future
18. claimed
19. common
20. dainty

LIST F

1. cushion
2. generally
3. extended
4. custom
5. tailor
6. haze
7. gracious
8. dignity
9. terrace
10. applause
11. jungle
12. fragrant
13. interfere
14. marriage
15. profitable
16. define
17. obedient
18. ambition
19. presence
20. merchant

40

LIST G

1. installed
2. importance
3. medicine
4. rebellion
5. infected
6. responsible
7. liquid
8. tremendous
9. customary
10. malicious
11. spectacular
12. inventory
13. yearning
14. imaginary
15. consequently
16. excellence
17. dungeon
18. detained
19. abundant
20. compliments

LIST H

1. administer
2. tremor
3. environment
4. counterfeit
5. crisis
6. industrious
7. approximate
8. society
9. architecture
10. malignant
11. pensive
12. standardize
13. exhausted
14. reminiscence
15. intricate
16. contemporary
17. attentively
18. compassionate
19. complexion
20. continuously

LIST I

1. prairies
2. evident
3. nucleus
4. antique
5. twilight
6. memorandum
7. whimsical
8. proportional
9. intangible
10. formulated
11. articulate
12. deprecate
13. remarkably
14. contrasting
15. irrelevance
16. supplement
17. inducement
18. nonchalant
19. exuberant
20. grotesque

LIST J

1. traverse
2. affable
3. compressible
4. excruciating
5. pandemonium
6. scrupulous
7. primordial
8. chastisement
9. sojourn
10. panorama
11. facsimile
12. auspicious
13. contraband
14. envisage
15. futility
16. enamoured
17. gustatory
18. decipher
19. inadequacy
20. simultaneous

NAME _____

Barsch Learning Style Inventory

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. We all should develop a style which will enhance our learning potential. The following evaluation is a short, quick way of assessing your learning style.

This is not a timed test; try to do as much as you can by yourself. You surely may, however, ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are twenty-four questions.

When you have finished, transfer each number to its proper place on the last part. Then, total each of the three columns on that page. You will then see, very quickly, what your best channel of learning is. At that point you will know whether you are a visual, auditory, or tactile learner. By this we mean, whether you as an individual learn best through seeing things, hearing them or through the sense of touch (writing).

For example:

If you are a visual learner, that is, you have a high visual score, then by all means be sure you see all study materials. Use charts, maps, filmstrips, notes, and flashcards. Practice visualizing or picturing spelling words, for example, in your head. Write out everything for frequent and quick visual review.

If you are an auditory learner, that is, you have a high auditory score, then be sure to use tapes. Sit in the lecture hall or classroom where you can hear lectures so you can review them frequently; tape them frequently. Tape your class or lecture notes. After you read something, summarize it on tape. Verbally review spelling words and lectures with a friend.

If you are a tactile learner, that is, have a high tactile score: trace words, for example, as you are saving them. Facts that must be learned should be written several times. Keep a supply of scrap paper just for this purpose. Taking and keeping proper notes will be very important.

Scoring procedure:

OFTEN: 5 POINTS
SOMETIMES: 3 POINTS
SELDOM: 1 POINT

VISUAL		AUDITORY		TACTUAL	
No.	Pts.	No.	Pts.	No.	Pts.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
20	_____	21	_____	19	_____
22	_____	24	_____	23	_____
VPS=		APS=		TPS=	

	Often	Sometimes	Seldom
1. Can remember more about a subject through listening than reading.	____	____	____
2. Follow written directions better than oral directions.	____	____	____
3. Like to write things down or take notes for visual review.	____	____	____
4. Bear down extremely hard with pen or pencil when writing.	____	____	____
5. Require explanations of diagrams, graphs, or visual directions.	____	____	____
6. Enjoy working with tools.	____	____	____
7. Are skillful with and enjoy developing and making graphs and charts.	____	____	____
8. Can tell if sounds are matched when presented with a pair of sounds.	____	____	____
9. Remember best by writing things down several times.	____	____	____
10. Can understand and follow directions on maps.	____	____	____
11. Do better at academic subjects by listening to lectures and tapes.	____	____	____
12. Play with coins or keys in pockets.	____	____	____
13. Learn to spell better by repeating letters out loud than by writing words on paper.	____	____	____
14. Better understand a news article by reading about it in the paper than by listening to the radio.	____	____	____
15. Chew gum, smoke, or snack during studies.	____	____	____
16. Feel the best way to remember is to picture it in your head.	____	____	____
17. Learn spelling by "finger spelling" the words.	____	____	____

	Often	Sometimes	Seldom
18. Would rather listen to a lecture or speech than read about the same material in a textbook.	____	____	____
19. Are good at working and solving jigsaw puzzles and mazes.	____	____	____
20. Grip objects in hands during learning periods.	____	____	____
21. Prefer listening to news on the radio rather than reading about it in the newspaper.	____	____	____
22. Obtain information on an interesting object by reading relevant materials.	____	____	____
23. Feel very comfortable touching others; hugging, handshaking, etc.	____	____	____
24. Follow oral directions better than written ones.	____	____	____

[redacted]

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VISUAL		AUDITORY		TACTUAL	
No.	Pts.	No.	Pts.	No.	Pts.
2	3	1	3	4	5
3	1	5	3	6	5
7	1	8	5	9	3
10	5	11	3	12	1
14	5	13	1	15	1
16	3	18	1	17	1
20	1	21	1	19	3
22	5	24	3	23	3
VPS=	24	APS=	20	TPS=	22

52

		Often	Sometimes	Seldom
1.	Can remember more about a subject through listening than reading.		✓	
2.	Follow written directions better than oral directions.		✓	
3.	Like to write things down or take notes for visual review.			✓
4.	Bear down extremely hard with pen or pencil when writing.	✓		
5.	Require explanations of diagrams, graphs, or visual directions.		✓	
6.	Enjoy working with tools.	✓		
7.	Are skillful with and enjoy developing and making graphs and charts.			✓
8.	Can tell if sounds are matched when presented with a pair of sounds.	✓		
9.	Remember best by writing things down several times.		✓	
10.	Can understand and follow directions on maps.	✓		
11.	Do better at academic subjects by listening to lectures and tapes.		✓	
12.	Play with coins or keys in pockets.			✓
13.	Learn to spell better by repeating letters out loud than by writing words on paper.			✓
14.	Better understand a news article by reading about it in the paper than by listening to the radio.	✓		
15.	Chew gum, smoke, or snack during studies.			✓
16.	Feel the best way to remember is to picture it in your head.		✓	
17.	Learn spelling by "finger spelling" the words.			✓

18.	Would rather listen to a lecture or speech than read about the same material in a textbook.		✓
19.	Are good at working and solving jigsaw puzzles and mazes.	✓	
20.	Grip objects in hands during learning periods.		✓
21.	Prefer listening to news on the radio rather than reading about it in the newspaper.		✓
22.	Obtain information on an interesting object by reading relevant materials.	✓	
23.	Feel very comfortable touching others; hugging, handshaking, etc.	✓	
24.	Follow oral directions better than written ones.	✓	

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3	1	5	3	6	5
7	1	8	3	9	3
10	5	11	1	12	3
14	3	13	1	15	5
16	5	18	5	17	1
20	1	21	5	19	5
22	5	24	3	23	5
VPS=	22	APS=	28	TPS=	30

55

	Often	Sometimes	Seldom
1. Can remember more about a subject through listening than reading.	✓		
2. Follow written directions better than oral directions.			✓
3. Like to write things down or take notes for visual review.			✓
4. Bear down extremely hard with pen or pencil when writing.		✓	
5. Require explanations of diagrams, graphs, or visual directions.		✓	
6. Enjoy working with tools.	✓		
7. Are skillful with and enjoy developing and making graphs and charts.			✓
8. Can tell if sounds are matched when presented with a pair of sounds.		✓	
9. Remember best by writing things down several times.		✓	
10. Can understand and follow directions on maps.	✓		
11. Do better at academic subjects by listening to lectures and tapes.			✓
12. Play with coins or keys in pockets.		✓	
13. Learn to spell better by repeating letters out loud than by writing words on paper.			✓
14. Better understand a news article by reading about it in the paper than by listening to the radio.		✓	
15. Chew gum, smoke, or snack during studies.	✓		
16. Feel the best way to remember is to picture it in your head.	✓		
17. Learn spelling by "finger spelling" the words.			✓

18.	Would rather listen to a lecture or speech than read about the same material in a textbook.	✓		
19.	Are good at working and solving jigsaw puzzles and mazes.	✓		
20.	Grip objects in hands during learning periods.			✓
21.	Prefer listening to news on the radio rather than reading about it in the newspaper.	✓		
22.	Obtain information on an interesting object by reading relevant materials.	✓		
23.	Feel very comfortable touching others; hugging, handshaking, etc.			
24.	Follow oral directions better than written ones.	✓		
		✓		

ADULT EDUCATION
TUSCARORA INTERMEDIATE UNIT
CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

November 16, 1989

Dear Barry,

Just a reminder that your tutoring for Math will begin Wed., November 22, 1989 with Jim Matthews from 12:00 - 1:00 p.m. at the Vo-Tech School. (in the library.)

I am certain that you will find your tutoring very helpful and positive. Your tutor has a great deal of experience working with others who have successfully gone on to attain their GED's.

Good luck! We will see you at your scheduled time.

Sincerely,

Barb

Barb Goss
Tutor Co-ordinator

COPY

BG/md

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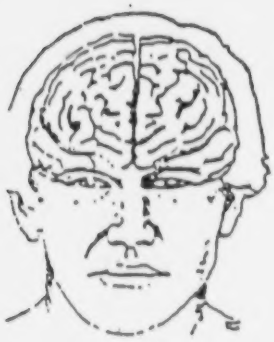

MY BRAIN DOMINANCE
STRENGTHS ARE:

	A	B	C		A	B	C		A	B	C
1.	___	___	___	18.	___	___	___	35.	___	___	___
2.	___	___	___	19.	___	___	___	36.	___	___	___
3.	___	___	___	20.	___	___	___	37.	___	___	___
4.	___	___	___	21.	___	___	___	38.	___	___	___
5.	___	___	___	22.	___	___	___	39.	___	___	___
6.	___	___	___	23.	___	___	___	40.	___	___	___
7.	___	___	___	24.	___	___	___	41.	___	___	___
8.	___	___	___	25.	___	___	___	42.	___	___	___
9.	___	___	___	26.	___	___	___	43.	___	___	___
10.	___	___	___	27.	___	___	___	44.	___	___	___
11.	___	___	___	28.	___	___	___	45.	___	___	___
12.	___	___	___	29.	___	___	___	46.	___	___	___
13.	___	___	___	30.	___	___	___	47.	___	___	___
14.	___	___	___	31.	___	___	___	48.	___	___	___
15.	___	___	___	32.	___	___	___	49.	___	___	___
16.	___	___	___	33.	___	___	___	50.	___	___	___
17.	___	___	___	34.	___	___	___				

Totals: A's _____ B's _____ C's _____

YOUR STYLE OF LEARNING AND THINKING RIGHT, LEFT OR WHOLE BRAIN DOMINANCE
(Copyright, Paul Torrance, 1984)

Left (A's) _____ Right (B's) _____ WHOLE BRAIN (C's) _____

1. Compute B's minus A's. It can be a minus or a plus number. _____

2. If your C's are 15 or higher, divide your B-A answer by 3. Round to the nearest number. The answer will be your score. It can be minus or plus _____

3. If your C's are from 9 to 14, divide your B-A answer by 2. _____

4. If your C's are less than 9, do not divide at all. _____

KEY:

A score of 0	= whole brain dominance.
A score of -1 to -6	= whole brain dominance favoring the left.
A score of +1 to +6	= whole brain dominance favoring the right.
A score of -7 or higher	= left brain dominance.
A score of +7 or higher	= right brain dominance.

Put an x on the answer sheet in the appropriate column. A,B or C for the description that is best for you. Mark only one x for each question.

	A	B	C
1. I remember best...	names	faces	both names and faces.
2. I prefer to have things explained to me...	with words	by showing them to me	both ways.
3. I prefer classes...	with one assignment at a time	where I work on many things at once	both ways.
4. I prefer...	multiple choice tests	essay tests	both kinds of tests.
5. I am...	not good at body language. I prefer to listen to what people say	good at body language	sometimes good, but other times not good.
6. I am ...	not good at thinking of funny things to say and do	good at thinking of funny things to say and do	sometimes good.
7. I prefer classes...	where I listen to "experts"	in which I move around and try things	where I listen and al try things.
8. I decide what I think about things ...	by looking at the facts	based on my experience	both ways.
9. I tend to solve problems...	with a serious, business-like approach	with a playful approach	with both approaches.
10. I like...	to use proper materials to get jobs done	to use whatever is available to get jobs done	a little of both.
11. I like my classes or work to be...	planned so I know exactly what to do	open with opportunities for changes as I go along	both planned and open to changes.
12. I am...	never inventive	very inventive	occasionally inventive
13. I prefer classes...	to learn about things I can use in the future	to learn things I can use right away	both kinds of classes.
14. I...	would rather not guess or play hunches	like to play hunches and guess	sometimes make guesses and play hunches.
15. I like to express feelings and ideas...	in plain language	in poetry, song, dance, art	both ways.
16. I get insights from poetry, symbols, etc.	rarely	usually	sometimes.
17. I prefer...	solving one problem at a time	solving more than one problem at a time	
18. I respond more to people when...	they appeal to my logical side, by intellect	when they appeal to my emotional side, by feelings	equally respond to bo kinds of appeal.
19. I prefer to learn...	the well established parts of a subject	about the unclear parts, the hidden possibilities	both ways.
20. I prefer...	analytic reading, taking ideas apart and thinking about them separately	creative reading, putting a lot of ideas together	both kinds of reading.
21. I prefer...	to use logic in solving problems	to use "gut feelings" in solving problems	both equally.

BEST COPY AVAILABLE

		A	B	C
22.	I prefer...	to analyze problems by reading and listening to experts	to see and imagine things when I solve problems	to do both.
23.	I'm very good at...	explaining things with words	explain with movement and actions	both.
24.	I learn best from teachers who...	explain with words	explain with movement and actions	have no preference.
25.	When I remember or think about things, I do so best with...	words	pictures and pieces	both equally well.
26.	I prefer to...	examine something that is finished and complete	organize and complete something that is unfinished	do both.
27.	I enjoy...	talking and writing	drawing and manipulating (handling) things	both equally.
28.	I am...	easily lost in finding directions	good at finding directions	not bad at finding directions, but not good either.
29.	I am...	primarily intellectual	primarily intuitive	equally intellectual and intuitive.
30.	I prefer to learn...	details and specific facts	from a general overview, to look at the whole picture	both ways equally.
31.	I read...	for specific details and facts	for main ideas	for both equally.
32.	I learn and remember...	only those things specifically studied	details and facts in the environment not specifically studied	have noticed no difference in these areas.
33.	I like to read...	realistic stories	fantasy stories	no preference.
34.	I feel it is more fun to...	plan realistically	dream	both equally fun.
35.	I...	prefer total quiet when reading or studying	prefer music while reading or studying	listen to music only when reading for enjoyment, not studying.
36.	I would like to write...	non-fiction books	fiction books	no preference.
37.	If seeking mental health counseling, I would prefer...	the confidentiality of individual counseling	group counseling and sharing of feelings with others	no preference.
38.	I enjoy...	copying and filling in details	drawing my own images and and ideas	both equally.
39.	It's more exciting...	to improve something	to invent something	both are exciting.
40.	I prefer to learn...	by examining	by exploring	both ways equally.
41.	I prefer...	algebra	geometry	both equally.
42.	I am skilled in...	sequencing ideas	showing relationships among ideas	both equally.
43.	I prefer...	dogs	cats	both equally.

		A	B	C
44.	I...	use time to organize my self and my personal activities	have difficulty pacing my personal activities to time limits	pace personal activities to time limits easily.
45.	I have...	almost no mood changes	frequent mood changes	few mood changes.
46.	I am ...	almost never absent-minded	frequently somewhat absent-minded	occasionally absent-minded.
47.	I am strong...	in recalling verbal materials (names and dates)	in recalling spatial materials	equally strong in both
48.	I am skilled in...	the statistical, scientific prediction of outcomes	the intuitive prediction of outcomes	equally skilled at both
49.	I prefer...	outlining over summarizing	summarizing over outlining	have no real preferenc
50.	I prefer...	verbal instructions	demonstrations	no real preference.

Copy

PSYCHOLOGICAL EVALUATION

Box 53
Reedsville, PA 17084
Client Number: 186-46-2742

[redacted]
DOE: 10-16-89

[redacted] is a 39 year old unemployed caucasian female who was referred for evaluation by Mr. William R. Fox, Office of Vocational Rehabilitation. The subject was referred to determine if a learning disability or impairment exists. She is currently undergoing evaluation and services at the Adult Education Center. This information is being sought in an effort to assist her in obtaining her GED.

TEST BEHAVIORS. A psychological evaluation consisting of administration of the Wechsler Adult Intelligence Scale Revised, the Bender Visual/Motor Gestalt Test, and the Wide Range Achievement Test Revised Level II was administered on 10-16-89. The subject was appropriately attired for the evaluation. She was oriented to person, place, and time. She was cooperative and friendly although, somewhat anxious. The subject also manifest a noticeable speech impediment.

TEST ANALYSIS. The first test of the battery which was administered was the Wechsler Adult Intelligence Scale Revised. This test consists of six verbal and five nonverbal or performance oriented subtests. Each subtest is felt to measure a major function of general intelligence. The results are as follows:

WAIS-R PROFILE

VERBAL SUBTESTS	SCALED SCORE
Information	5
Digit Span	8
Vocabulary	5
Arithmetic	4
Comprehension	4
Similarities	2
PERFORMANCE SUBTESTS	
Picture Completion	6
Picture Arrangement	5
Block Design	6
Object Assembly	6
Digit Symbol	6

The subject obtained a verbal IQ of 72, a performance IQ of 80 which yielded a full scale IQ of 75. This full scale IQ of 75 lies at 1 and 2/3 standard deviations below the mean. It suggests a percentile rank of 5 when the subject is compared to others of her age group that comprise the normative sample.

A significant difference exists between this subject's verbal and performance IQ at the 15 percent level of confidence. Significant differences occur for a variety of reasons, including cultural or educational deficiencies, emotional disturbance or brain damage. The exact reason for the discrepancy is beyond the scope of this test, but it clearly indicates that she is more successful at performance oriented tasks. The subject's verbal IQ would equal a percentile rank of 3 where as this subject's performance IQ would equal a percentile rank of 9. The testing reveals that she functions in the borderline range of intelligence. A review of the individual verbal subtests reveals a range of scatter. The subject scored highest on digit span, with a score in the low average range. Digit span taps into her attention span and immediate memory. The subject scored lowest on similarities, with a score in the mentally retarded range. Similarities taps into her ability to think abstractly and logically. A review of the individual performance subtests reveals no scatter, with all subtests falling in the borderline range.

The second test of the battery which was administered was the Bender Visual/Motor Gestalt Test. This test requires the subject to reproduce a series of nine geometric drawings and is based on gestalt theory. It is used as an objective test to determine the presence of brain dysfunction. A review of the Bender reveals several scorable errors, including substitution of dots for circles, and circles for dots, angulation difficulty, workover, and collisions. This level of difficulty suggests the presence of a moderate visual/perceptual impairment. Visual/perceptual impairments of this extent, in contrast to the IQ score frequently manifests themselves in the form of a learning disability.

The third test of the battery which was administered was the Wide Range Achievement Test Revised Level II. This test measures achievement in three areas which are reading, spelling, and arithmetic. The results are as follows:

TEST RESULTS	STANDARD SCORE	PERCENTILE	GRADE EQUIVALENTS
READING	61	.9	3E
SPELLING	65	1	3E
ARITHMETIC	55	.3	3B

A review of the results suggests that this subject is extremely deficient in her academic skills. With all of them at the third grade level or below. I believe that the most useful comparison would be to contrast her IQ percentile rank which

was a 5 and her reading, and arithmetic percentile ranks which was .9 and .3 respectively. I feel that this difference is significant, which does confirm the presence of learning disability.

DIAGNOSTIC IMPRESSION AND DISCUSSION. This subject manifest a diagnosis of borderline intelligence (DSM III- V62.89) as well as mixed specific developmental disorder (DSM III-315.50). The subject is currently attempting to earn a GED. It should be noted, that without any special arrangements the odds of success are extremely poor. This evaluator will fill out the necessary paperwork, and forward them to the Adult Education Program to permit her the use of a tape recorder, as well as, additional time. This should assist her in achieving that first vocational step. Although it should be noted, that her academic skills are extremely deficient and in spite of these allowances may not succeed. At this point in time, the subject has not expressed any additional interest in services from the Office of Vocational Rehabilitation. I discussed this with her at length and told her that if she desired further services, training, placement, ect.. she should discuss this with the OVR counselor.

RECOMMENDATIONS. It is recommended that this subject receive services provided by the Office of Vocational Rehabilitation, based on her learning disability. At this point in time, she is attending GED classes and this evaluator will complete appropriate paperwork to facilitate taking into account her learning disability. In addition, it is recommended that upon completion of the GED the OVR counselor sit down with her to discuss options such as placement, or training. Clearly any type of training program would have to be much more performance based in as much as, there is a extreme deficiency in her academic skills.

David G. Ray, M.Ed.
Psychologist Ps-004472-L

20 Oakland Avenue
Lewistown, PA 17044
Client Number: 207-38-6482

DOE: 01/05/89
AGE: 41

This 41 year old married mother of two children was referred for neuropsychological evaluation by Mr. William R. Fox, Office of Vocational Rehabilitation. Mrs. Butterworth has a history of dropping out of high school in the 9th grade following many frustrating years of school due to what she believes is a learning disability. She was referred to the Office of Vocational Rehabilitation by the Outreach Agency that is helping her to obtain her GED. She believes that she had a learning disability while in school because her 25 year old son was identified as having a reading disability when he was in the 9th grade. Her daughter, who is 16 years of age is also having some difficulties in school with reading related problems. While Mrs. Butterworth is uncertain about her vocational goals she does feel that she has gone as far as she can go at Avtech Fibers and is interested in pursuing other vocational opportunities while she works on obtaining her GED. Mrs. Butterworth comes from a family in which neither of her parents graduated and one of her sisters is reported to have been in special education classes.

TEST BEHAVIOR. Mrs. Butterworth was highly motivated to perform throughout the testing session. She has for years considered herself to be "not smart" and now the possibility that maybe her difficulties have been due to a very specific learning disability have stimulated her interest. Her attention and concentration appear to be adequate for testing although this was an area in which she told me that she had the most difficulty and as reported below, this is an area of some deficit. She was friendly and cooperative. She was not frustrated by her failures.

TEST ANALYSIS. The Luria-Nebraska Neuropsychological Battery was administered. Refer to the clinical and summary scales profile which is attached. Note that none of the clinical or summary scales reached the critical level of significance. However, her highest elevation on the Rhythm Scale and on the Receptive Speech scale tend to support her narrative report of the difficulties that she has experienced throughout her developmental period and much of her adult life. "People will say something to me, I'll hear it and yet I'll have to ask them to say it again because I don't remember it or I don't understand it." On a number of the clinical scales it was quite clear to the examiner that Mrs. Butterworth had difficulty following difficult instructions. "If it is more than something short, I forget it." Although her score on the Memory Scale was well within the norm, exploring her miscues on certain items with her did suggest that she has developed some good compensatory skills for adapting to her disability. She relies heavily on written notes to help her recent and long-term memory and has made it a practice to read material two or three times in order to help with her comprehension. An item by item analysis of her errors over the course of the battery suggest that she had her greatest difficulty with holding the task or instructions mentally particularly when the focus was on verbal memory with some sort of interference.

[redacted]

DIAGNOSTIC IMPRESSIONS. This woman's history suggests that she probably had a developmental reading disorder perhaps associated with an attention deficit disorder while still a student in school. Given the difficulties that she experienced on the Luria we might hypothisize that her difficulties were due to a "tracking" problem since she still appears to have problems with her memory when there is some sort of interference. I believe that the most appropriate diagnosis at this time would be Attention Deficit Disorder, Residual Type (DSM III 314.80).

Mrs. Butterworth functions well within the average range of intelligence and may have potential for any number of occupations. I would suggest that she enter the "Job Search" program in Mifflin County if she is not already enrolled to explore what vocational opportunites might be available to her. OVR may wish to compliment that experience with additional vocational interest testing or vocational/career counseling.

Jerry E. Boyer, Psychologist
PS-007678-L

JEB/tew

Attachment

GED Testing Service
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 939-9490

COPY

APPLICATION FOR SPECIAL TESTING

DATE: 5/30/98

FROM: Carol Wolek
Chief Examiner
3000410405
GED Testing Center Code
Juniata Mifflin VoTech School
GED Testing Center Name
1080 Beleview Ave
Address
Lewistown, PA 17044
(717) 248-4942
Telephone

TO: GED Testing Service
SUBJECT: Request for Special Testing because of Specific Learning Disabilities for:

[redacted]
Name of Examinee
1/26/78
Date of Birth

The following information documents the request for a special administration of the GED Test. The handicapping condition and requested accommodation are checked below.

AUTHORIZATION TO RELEASE INFORMATION TO GED TESTING SERVICE

Permission to release my medical and psychological records to verify my request for special testing is hereby granted.

[redacted]
Signature of Examinee

Signature of Parent or Guardian if examinee is under 18 years of age

The remainder of this form must be completed by the certifying professional.

Handicapping Condition

- X Dyslexia
- ___ Dysgraphia
- ___ Dyscalculia
- ___ Attention Deficit/Hyperkinesis
- X Distractibility

Accommodation (Check only those that are required for fair testing. Do not check accommodations which would be helpful but not required for fair testing.)

- ___ Audio-cassette Edition with printed reference copy
- ___ Large Print Edition (with extended time)
- ___ Use scribe
- X Extended time 1.5 (Specify)
- ___ Use calculator
- ___ Frequent breaks; extended time (please recommend time on/time off units)
- X Private room

BACKGROUND OF CERTIFYING PROFESSIONAL

1. What license or certification do you hold? Psychologist Pa. License PS003678L
2. *Employment:*
   - X Certified/Licensed Clinical/Educational Psychologist
   - ___ Certified/Licensed Language Therapist
   - ___ Neuropsychologists
   - ___ University-based Clinic Staff
   - ___ Division of Rehabilitation Services Certification
   - ___ Public School/Community College Psychologists /Psychometrists
   - ___ Department of Education Diagnostician
   - ___ Other (specify) _____

and

3. *Education:*
   degree: ___ M.Ed. ___ Ed.D. ___ M.A. X Ph.D. ___ M.D.
   in: X Psychology ___ Special Education ___ Education ___ Speech Pathology and Audiology ___ Other

and

4. *Experience:*
   I have 23 (minimum of two years) years of clinical experience with the late-adolescent/adult population with SLD conditions.

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DOCUMENTATION

1. *Diagnostic Instruments Used:*

(Since underachievement is not a handicapping condition, tests of achievement can be used only to illustrate implications of a handicap.)

- ___ Clinical Interview and History — Is there a full scale evaluation on file? ___
- ___ Stanford Binet Intelligence Scale — R
- ___ Wechsler Adult Intelligence Scale — R
- ___ Woodcock-Johnson Psycho-Educational Battery, Part One
- ___ Weschler Memory Test
- ___ Visual Aural Digit Span
- ___ Bender Visual Motor Gestalt
- ___ Trails Test
- ___ Ayres Tests of Sensori-Motor Integration
- ___ Spondaic Word Patterns
- ___ Halstead-Reitan Battery
- ___ Positron Emission Tomography Scan (PET Scan)
- ___ Motor Dexterity:
  - ___ Luria-Nebraska
  - ___ Seguin Form Board
- X Other: (specify) Luria-Nebraska Neuropsychological Battery

___ Adequate prior diagnostic battery on file. (specify) _____ (date) _____:
I attest that SLD condition still exists and needs accommodation.

II. *Inherent Discrepancies:*

- ___ Verbal exceeds Non-Verbal (specify significance) _____
- ___ Non-Verbal exceeds Verbal (specify significance) _____
- X Short-term memory deficits (specify) Has difficulty holding problem thought / instructions when exposed to interference
- ___ Attention deficit (estimated attention span = _____)
- X Intratest scatter (specify) Receptive speech appears to be significantly less developed than expressive speech and non-verbal skills.

III. *Statement of Need:* (Describe briefly the precise need for accommodation for this individual.) History suggests that this woman probably had a developmental reading disorder perhaps associated with an attention deficit while school age. Her difficulties with the Luria suggest a "Tracking" problem since she continues to have problems with her memory when there is some sort of interference. Present diagnosis is Attention Deficit Disorder, Residual Type (DSM III 314.80). Individual testing room; Time for testing increased 1½ and 2 times; Written instructions is recommended.

IV. *What specialized interventions (e.g. special instruction) have been attempted with what results:* To instructor to clarify Tutoring is ongoing. In 1-1 situation Carolyn is doing well.

_____ (717) 247-3660
Signature of Certifying Professional — Telephone Number

Please forward this form to your State, Provincial or Territorial GED Administrator for approval

Approved for: _____ Not approved for: _____

_____ _____
GED Administrator — State, Province or Territory

Approved for: _____ Not approved for: _____

_____
Assistant Director, GED Testing Service

If this request is not approved, what action is recommended to the GED candidate?

Form L-15
Revised 8/89

CLIENT CONTACT FORM

Name _____

Date	Phone	Letter	Visit	Comments

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

LD STATUS REPORT DATE: _____

_____
Carolyn Butterworth

_____
Carolyn Moyer

_____
Carol Frankhouser

_____
Robert Reichenbach

_____
Sharon Miller

_____
Diane Nale

_____
Tom Richens

_____
Earl Grove

Juniata-Mifflin Vo-Tech School
(717) 248-4942

Pitt Street
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

LD STATUS REPORT (continued) DATE:

Michael Byers

Barry Weaver

Ray Aitkins

Brian Bleyer

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

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LD STATUS REPORT DATE: 11/29/89

[redacted]

Carolyn is working w/ Dr. Helprick. They meet every Monday and Friday at Carolyn's home. Each time they meet, they work 1½ hrs. They are currently studying Social Studies.

[redacted] Carolyn is working w/ Celeste Keerer. They meet every Thurs. at the AC from 9:00-10:00. They are studying math. Carolyn has an appt. 12/5/89 w/ Lori to work out LD studies. At that time, she will work w/ Lori once a week and continue tutoring w/ Celeste.

[redacted] My first goal w/ Carol is to make some kind of contact! I have repeatedly called her, and she is never at home. Her father keeps telling me "you just missed her." Since I have never met Carol and am unsure of her needs and her goals, I would like to try to have her come to the AC to meet w/ me. I will keep trying

[redacted]

Bob is working w/ Kim. They meet every Tuesday at the AC from 12:30-1:30. They are studying math. Bob plans to test in Dec., taking the math portion of the GED. Kim is going to administer a second math practice test to Bob 11/5/8 He has been attending regularly; he is always prepared.

[redacted] Sharon is working w/ Barb. We meet every Wednesday at the AC from 9:00-10:00. We are currently working on science. Our goal is to continue studying science at least until the next GED test (Jan-Feb '90). I would like to try a practice test right after Christmas vacation to determine progress and readiness.

At some point after the New yr. I would like to try the "on your own" writing series w/ both Sharon and Diane and possibly Bob R. I think I will find that w/ these 3 people I will test the merit of that program.

[redacted] Diane is working w/ Barb. We meet every Wednesday at the AC from 9:00-10:00. We are currently working on science. Our goal is to continue studying science at least until the next GED test (Jan-Feb. '90). I would like to try a practice test right after Christmas vacation to determine progress and readiness.

[redacted] Tom is working w/ Celeste Keerer. They meet every Thursday at the AC from 10:00-11:00. They are studying math. Tom also attends reading class w/ Barb every Friday from 9:00-12:00. Tom is a most enthusiastic student. He is always interested and always prepared. He wants all the help we can give.

[redacted] Earl is currently still working w/ Cathy Forsythe. A call 11/28/89 from Denise at David Ray's office revealed that no allowances will be made for GED testing for Earl. According to D. Ray, Earl did not test LD. Also on 11/29/89, I received a call from Marie Kirkpatrick from UCP. Her call was in reference to Earl. She informed me that Earl is working w/ Cathy. She also wanted to know the dates of the next GED test. (Jan-Feb '90). She thought Earl might be ready to test.

Juniata-Mifflin Vo-Tech School (717) 248-4942 Pitt Street (717) 242-1423 Lewistown, PA 17044 (717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

LD STATUS REPORT (continued) DATE: 11/29/89

[redacted] Mike is working w/ Chris Rowe. They meet every Wednesday at Freedom Components (Industrial Plaza) from 2:00-3:00. They are studying L.A. and Science. Mike has been extremely responsive to this arrangement. Chris is Mike's age and Mike feels very comfortable w/ this situation. He may be ready to try a practice test after the New year - Sometime before the next GED test (Jan.-Feb. '90?)

Barry was all set to work w/ Jim Matthews. They were scheduled to meet 11/22/89 at the AC from 12:00-1:00. Barry didn't show. I called and sent a letter. Next meeting scheduled: Tuesday, 11/5/89 at 12:00 at the AC.

[redacted] As far as I know, Ray decided to try classes rather than tutor, but I don't believe he was in class Tuesday nite (11/21/89-Math - Harold). Jack spoke w/ him and told him that tutoring was a workable option for him, but Ray wanted to try coming to class.

[redacted] Brian will begin tutoring Monday. Dec. 4, 1989 at the AC w/ Margie Perepacker from 7:30-8:30. They will work w/ reading. This is all arranged. I've spoken w/ both Brian and Margie, and we are ready to begin.

[redacted] First of all, I want to talk w/ Anna Mayle Thurs. nite (11/30/89). I want to inform her that Jim is ready to continue his GED studies and see what she may want to do. If she can or if she wants to work w/ him again, this probably would be good for Jim. If not, I will make every attempt to get Jim a tutor as soon as possible.

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Why I Want To Obtain My General Education Diploma

There are numerous reasons why I will obtain my GED.

During the years of my formal education, I knew that I did not learn as most of my peers. Every learning endeavor was very traumatic.

Input information was very scrambled, as if the eyes and ears were being short circuited before allowing the information to reach the brain. I would have to listen very closely to the instructions and directions in class. God forbid that I needed to take notes simultaneously with listening to verbal instructions and directions, while the teacher also wrote information on the chalkboard. This was just too much stimuli to absorb at one time.

I would not be able to write notes that anyone could read, including me. Much of the information was lost or misinterpreted in such a situation.

Mathematics and reading brought even more problems. I would switch letters around in world, omit letters from words while writing. When reading, I would omit words or even entire sentences. Decoding new words was extremely difficult. Even words known for years, would suddenly escape me. I'd draw a complete blank.

Computations brought on similar difficulties such as: seeing numbers backwards, losing computed figures, and carrying numbers to the wrong place. In my experience in learning the multiplication facts I would seem to have learned each fact, then the next moment have not the least idea of how to retrieve the correct answer.

Tests, yes let's now discuss these little gems. I could study for hours, days and just let my brain hear that magical word, test and every piece of information that I have crammed into myself would suddenly disappear. It was as if someone had taken an eraser and wiped out every trace of memory concerning what I had studied so hard for. Needless to say, that I never did very well on most of my exams.

Even with these problems I knew I wasn't an illiterate, even though it seemed as much. I was very artistic and creative, from a very early age, quite inquisitive and curious about my surroundings.

I enjoyed using my imagination to create stories, even if they didn't quite make as much sense when put on paper. I really enjoyed discussing important historical events, science theories, and trying to read stories in English class. Yet my thirst for information was not being processed in a way that was making real sense.

Other children were quick to pick up on my dysfunctions and make me feel different from them. I began to become withdrawn and quiet, afraid to question for fear that I would say or do the wrong things. The persistent problem of processing out information in ways that seemed acceptable was extremely difficult and quite embarrassing to me. Even now I must push myself to ask that question, even if I may be wrong, make me feel stupid.

For some unknown reason I began to compensate for some of my disabilities. I began to learn tricks to trigger my memory for certain tasks, yet still having to study just as long and hard as before. I was still counting on my fingers for computations, omitting numbers, letters and words in my assignments. I would still go completely blank when under stress.

I have tried on several occasions to take the test to acquire my diploma, but each time I felt overwhelmed, stupid and over my head. This only reinforced my deep seated feelings of inadequacy.

I have held many different positions as an adult. I've often wondered how I've been able to hold these positions with all my learning difficulties. I have managed a retail store, have been a secretary to a District Manager for a nationally know retail chain, headed a department in a nationally known clothing store, have been the head of a Shipping and Receiving department in a factory, a production worker, a sales clerk, a door to door sales person, a housekeeper, and a babysitter. Some of these positions I have felt that I have somehow pulled the wool over my employer's heads.

Some how I learned to compensate or hide my inadequacies from others. I feel I'm cheating them and myself. I can't allow myself to continue through life in this manner. I want to feel the deep sense of accomplishment and knowledge

from having an education and not going through my life just getting by.

Perhaps now it may be apparent to you exactly whey this time I refuse to fail in completing my education. I intend to learn as much as I possibly can absorb and learn it well. I will succeed, not only in acquiring my General Education Development Diploma, but in attaining an even greater goal, graduating from college.

by Carolyn Moyer
GED student, Lewistown

Nominee: Carolyn Butterworth
Nominator: Carol Molek
Agency: TIU Adult Education and Job Training Center

SUCCESS STORY

"I don't use the word dumb anymore."

Carolyn Butterworth left school after the 9th grade. Her pregnancy at that time was the excuse she needed to end years of frustration at school. As Carolyn describes it, it was "the perfect solution to get out." All through school Carolyn always felt something was wrong with her. She'd study and study and still end up with C's and D's. She'd say to herself, "I'm going to really try for this test. So I would try to study, but it just wasn't there." She always questioned, "Why can't I do it?" Finally, she gave up. It took 40 years of her life but after enrolling in our program Carolyn had her answer at last.

Carolyn entered our Act 143 Program in Feburary of '88. She is still an active participant. She decided the time had come to make the effort to aim for a GED diploma. She realized that soon, with her daughter graduating high school, she'd be the only "dropout" in her household. She wanted to be a graduate, too! Several years before, Carolyn's son had been diagnosed as learning disabled. Going through this experience with her son planted a seed in Carolyn's thoughts: What if she was learning disabled too?

She began her efforts to continue her education by seeking help at the local literacy program. There she was told she needed ABE instruction and she came to our Center. After being interviewed by our counselor Carolyn was tested

here and then referred to our local Office of Vocational Rehabilitation. They set Carolyn up with diagnostic testing with a psychologist.

The test results were in; Carolyn does indeed have a learning disability. She has a reading disorder associated with an attention deficit disorder. Carolyn explains her struggle reading, "With reading, I'll start and if the paragraph is short, I'm ok. If it's long and I've got to keep remembering what I read first, I really run into trouble." What a relief for Carolyn to finally know what was wrong with her! Although on the one hand she doesn't like being labeled, on the other hand she now feels she's not a "dummy." And Carolyn has become one of our most highly motivated ABE students.

Carolyn originally entered some ABE classes but quickly switched to working one on one with a tutor. She has been with the same tutor since she began with us. "When I first came to classes, I had to miss a couple classes because of my shift work. When I came back, I was lost. The classes were not for me. I really need to read slow and really think about what I read so these classes were awkward for me. Working with my tutor, Dr. Helfrick, has been great. If it wasn't for him I'd have never stuck it out. I credit him."

Carolyn studies one subject at a time to prepare for the GED test. To date she has completed 2 tests and has received a 49 on her math test and a 54 on science. Achieving these scores has been a long, arduous task for Carolyn but she is not discouraged. She has begun studying for her social studies test now and no one on staff has any doubts about her ability to succeed in completing GED testing.

Another motivating factor for Carolyn are her future plans. She has worked for 23 years in a textile factory and as she looks to the

future she knows she would like to develop the skills she needs for another occupation. She feels strongly that the first step to making a career move is to get her GED and then explore her vocational options.

I asked Carolyn the question on the nomination form, "In what activities is the nominee involved?" Her answer shows that a learning disability is a handicap to a person's whole life, not just in school. "Really, nothing. I've always been afraid. Mainly because I was afraid I'd have to read. Anything with my kids I've been ok with. But anything where I have to read or take control, I couldn' t do. It all stems from reading. I'm a member of the credit union and they wanted me to be something on the board and I said - no way - because I knew I'd have to read. I didn't want to get involved."

Carolyn's experiences in adult education have changed the way she relates to everything going on around her. "I've really learned a lot. Like in science, whenever the earthquake happened in California - finally I knew what they were talking about. So I'd watch it on television and everything because they were talking about things I had no idea about before. It was really great to know what was going on - to understand the world differently."

Carolyn is an inspiration to our other students. She is a great example for all our students and especially for others with learning disabilities. These students have special struggles to surmount in achieving their goals. Carolyn has shown us all that hard work does pay off and lifelong learning has great rewards.

EDUCATIONAL COUNSELING SERVICE
Suite 24 - 1159 Wilmette Avenue - Wilmette, Illinois 60091
Neuro Vision Lenses, Inc.

FREE SCREENING -- FREE SCREENING -- FREE SCREENING -- FREE SCREENING
Visual Dyslexia, Learning Problems, Reading Difficulties

Complete and mail this survey to:
NAME _____ PHONE (___) _____.
STREET _____ CITY _____ ZIP _____

Directions: Circle the number that indicates how often the statement is true for you from NEVER (1), to SOMETIMES (3), ALWAYS (5). If you Don't Know, circle D/K.

	Never	Some Times	Always	
When studying a textbook, NOT reading for pleasure, do you:				
1. accidentally skip lines?	1	3	5	D/K
2. use your finger or a marker to keep your place?	1	3	5	D/K
3. accidentally skip words?	1	3	5	D/K
4. read more slowly than others?	1	3	5	D/K
5. accidentally start to read the same line?	1	3	5	D/K
6. adjust your focus to read better?	1	3	5	D/K
7. shade the reading area?	1	3	5	D/K
8. read word-by-word?	1	3	5	D/K
9. tire and the words go out of focus (blurs)?	1	3	5	D/K
10. become restless and want to get up or stop reading?	1	3	5	D/K
11. have difficulty copying quotations?	1	3	5	D/K
12. when copying do you leave out or add words and letters?	1	3	5	D/K
13. your eyes become tired or strained?	1	3	5	D/K
14. find your eyes become tired?	1	3	5	D/K
15. become "bored"?	1	3	5	D/K
16. find your eyes feel stressed?	1	3	5	D/K
17. feel the onset of a headache?	1	3	5	D/K
18. get a headache?	1	3	5	D/K
19. need to stop and rest your eyes before an hour has passed?	1	3	5	D/K
20. need to stop and rest your eyes or look away before 15 to 20 minutes have passed?	1	3	5	D/K
21. see letters apparently moving?	1	3	5	D/K
22. see letters seeming to overlap one another?	1	3	5	D/K
23. see the page as having different shades of black and grey, darker and lighter?	1	3	5	D/K
24. see grey or shadows on some letters (e.g., O, o, P, p, B, b, D, d, Q, q, etc.)?	1	3	5	D/K
25. have difficulty telling some letters apart (e.g., m & n, d, p, & b, q; e, o, u, or c; y, k, v, & x; i & l; etc.)?	1	3	5	D/K
26. see words seeming to run together rather than with equal spacing?	1	3	5	D/K
27. see patterns or designs in the white background (e.g., rivers, geometric shapes, etc.)?	1	3	5	D/K
28. have difficulties seeing punctuation marks (e.g., periods, commas, colons, etc.)?	1	3	5	D/K
29. find the white background too prominent and distracting?	1	3	5	D/K
30. see the white background to have unusual effects (e.g., breathing in and out, rising up or down, invading the black print, etc.)?	1	3	5	D/K

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LD READING STRATEGIES

1) teach progression of critical thinking skills
2) allow students to write on everyday experiences
3) constant reinforcement of self esteem is required
4) teach time management techniques
5) build vocabulary - review new vocabulary
6) teach study skills techniques
7) teach test taking ideas
8) develop strategies for motivation
9) keep sessions brief
10) allow breaks with snacks/drinks
11) take one direction/focus at a time
12) stay on task
13) avoid interruptions by outside stimulation
14) quiet learning environment is needed
15) help students identify their strengths
16) use tactile methods of teaching
17) expect misinterpretations
18) give simple step instructions
19) ask for immediate feedback of instructional information
20) give short assignments
21) eliminate timed tests
22) use films, computer graphics
23) have students use the blackboard themselves
24) use color coding
25) make eye contact frequently
26) avoid notetaking by students

LD BEHAVIORS LIST

Educational psychologists, psychological diagnosticians, and neurologists are usually consulted to assess the degree of disability and to determine strengths and learning styles for future development. Informed observation, however, may assist friends, parents, counselors, and teachers to suggest and encourage professional assessment. Professionals indicate that a learning disabled person may exhibit several or many of the behaviors listed below.

_____ Demonstrates marked difficulty in reading, writing, spelling and/or using numerical concepts in contrast with average to superior skills in other areas.

_____ Has poorly formed handwriting -- may print instead of using script; write with inconsistant slant; have difficulty with certain letters; space words unevenly.

_____ Has trouble listening to a lecture and taking notes at the same time.

_____ Is easily distracted by background noise or visual stimulation; difficulty in paying attention; may appear to be hurried and anxious in one-to-one meetings.

_____ Has trouble understanding or following directions; is easily overwhelmed by a multiplicity of directions or over stimulation; may not understand information the first time it is given and may need to have it repeated.

_____ Confuses similar letters such as b and d, or p and q; confuses the order of letters in words repeating was for saw, teh for the; may misspell the same word several different ways in the same composition.

_____ Omits or adds words, particularly when reading aloud.

_____ Confuses similar numbers such as 3 and 8, or 6 and 9, or changes the sequence of numbers such as 14 and 41; has difficulty copying numbers accurately and working with numbers in columns.

_____ Exhibits severe difficulty in sticking to simple schedules; repeatedly forgets things, loses possessions, and generally seems "personally disorganized".

_____ Appears clumsy or poorly coordinated.

_____ Seems disorganized in space -- confuses up and down, right and left; gets lost in buildings; is disoriented when familiar environment is rearranged.

_____ Seems disorganized in time - is often late to class. Unusually early for appointments, unable to finish assignments in the standard time period, or rushes to complete them, not using all the time allotted.

_____ Displays excessive anxiety, anger or depression because of difficulty in coping with school or social situations.

_____ Misinterprets the subleties in language, tone of voice, or social situations.

Checklist adapted by Lancaster County Association for Children and Adults with Learning Disabilities from George Washington University Access, Health Resource Center, One Dupont Circle, N.W., Washington, D.C. 20036

Auditory Dyslexia

The auditory dyslexic has difficulty sythesizing sounds into words or analyzing words into parts; therefore, he does not learn easily with an alphabetic or phonic approach. Unlike the visual dyslexic, this individual may be able to associate the word *milk* with the liquid inside the carton after seeing the word several times; however he does not relate components of words to their auditory equivalent. Thus, he does not make the generalizations required in learning to read. He must learn each new word as a unique entity. The good reader learns the word *look*, then later, when he encounters the word *book*, he recognizes the similarity in the word endings and can read the new word. The auditory dyslexic, unable to analyze the word into sound parts, must learn each word through direct association between synbol and experience or must have the word pronounced for him.

Characteristic Problems

1. Auditory perceptual problems may make it difficult to:
   a. hear the similarities in initial or final sounds or words.; (The individual may not hear the similarity between *boy* and *big* or *mat* and *cat*.)
   b. hear double sounds of consonants blends (*rust, bent* or *sift* may become *rut, bet,* and *sit*
   c. distinguish short vowel sounds (*pin, pen, pen*)
   d. recognize or think of words that rhyme
   e. listen to a word part and think of another whole word with the same ending.

2. Auditory analysis and synthesis are likely to be difficult, making it hard to separate words into syllables or sounds. This interferes with reading and spelling. Even when they know all the letter sounds, they may not be able to blend them together.

3. Many have trouble with reauditorization (recalling sounds from memory). They may look at a word, understand its meaning, but be unable to say it. Therefore they are often better at silent reading. They may make word substitutions which are meaningful, based on picture or context cues.

4. Some have trouble with auditory sequentialization. (Putting sounds in order) Thus, when speaking they may mispronounce multisyllabic words (*emeny* for *enemy*) or when writing they may transpose letters because they cannot retain a sequence of sounds.

5) Auditory dyslexics tend to prefer visual activities. Many are good in shop, woodworking and athletics.

Prepared by Jovita M. Ross, from Johnson, D. J. & Myklebust, H. (1964). Learning disabilities: Educational principles and practice

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Educational Procedures for Auditory Dyslexia

Auditory dyslexics respond best to a whole word approach during the initial stages of reading instruction. However, since the individual cannot possible learn every word by sight it is also important to help him develop a systematic means of attacking unfamiliar words. While the visual dyslexic begins by learning sounds and integrating into whole words, the auditory dyslexic works from the whole to the part.

Develop Auditory-visual Correspondence

While this may not be as likely with adults as with children, some auditory dyslexics have not made a clear connection between the word as a printed unit and the word as a spoken unit. Pointing to each word as it is read may be helpful to eliminate a tendency to omit words or combine two words as one when reading.

Select a meaningful reading vocabulary

Begin with words in the individual's spoken vocabulary. It is best to begin with words that clearly look and sound different so they can be identified easily. Beginning with nouns make it easier to match the printed symbol with an object or picture.

Relate printed symbol with experience

Label various objects in the room to help the person relate the printed symbol with experience. A certain amount of oral reading is needed, but some will have difficulty if asked to say the word aloud. First, make sure they know name of object. Then, concentrate on matching the printed word with the object. Finally, ask that they say word.

Introduce simple phrases and sentences

Add other parts of speech and create sentences.

Use Experience Stories

The student tells about something he has done and the teacher prints what he says. He is then encouraged to read his own story. Experience stories may be accompanied by pictures; sometimes those with auditory dyslexia is good enough at drawing to draw pictures themselves to illustrate their stories.

Another related activity is the creation of a daily or weekly newspaper.

Improving Auditory Deficits

While the emphasis is on visual and whole-word approaches to develop a basic reading vocabulary some work on the auditory difficulties are necessary to develop skills in reading unfamiliar words. Some phonetic and structual analysis is necessary

Auditory Discrimination

While the auditory dyslexic may be able to tell whether two words are the same or different(as with Wepman test), they may not be able to tell whether parts within words are similar) To assist in developing auditory discimination abilities it is helpful to:

Match sounds

Have the individual say a sound that can be sustained (*m, s, sh, v*)
Tell him to continue the sound while you say sounds (*r, m, l*)
until you say the one he is making.

Encourage reauditorization

Have the individual say the sound. Next have them listen for the same sound without saying it aloud. When you say the sound the person is thinking of, have him raise his hand.

Utilize visual and kinestetic cues

Have him concentrate on the position of the tongue and lips while saying the sound.

Sequentialization

Some tend to omit or distort syllables in talking, reading, and spelling. Remedial training should focus on consciousness of both the number and order of sounds within words

Develop awareness of the number of syllables within words.

Repeat words of varying lengths and ask the person to tap the number of syllables in each. Modify the speed. Some can differentiate the number of syllables easily only at the rate of one per second. Gradually increase the rate until he can differentiate the number of syllables when the words are spoken at a normal rate.

Emphasize the rhythmic sequence of words

Ask the person to listen to multisyllable words and relate the rhythm of the word to visual nonverbal patterns. For instance, *tomato* might be depicted as (. - .) to show three sylables with the stress in the middle.

Blending and Integration

Some can identify sounds of letters but have difficulty putting them together to form words.

Blend syllables into words.

Say the words *ta - ble* or *bas - ket - ball* by syllable and have him put them together.

Combine individual sounds into words

It is usually harder to blend individual sounds than syllables. But the person who has trouble blending sounds will have a very hard time with spelling. Begin by making the person

aware of the number of sounds within each word. Have him make one mark on a piece of paper for each sound. After he can tell the number of sounds, repeat the word slowly, sound by sound (s - t - o - p) and have him blend them together.

Analysis and Synthesis

Utilize visual symbols to improve auditory discrimination and analysis.

Write two or three words the person has learned to read that begin or end with the same sound.

sit sand supper man pin run

Ask him if he can see anything that is the same in the groups of words. Ask him to underline the parts of the word that are the same.
Next, ask him to listen carefully when you say the word and see if he hears the similarities. Training should include discrmination of sounds in the beginning , ending and middle positions of words.

Use concrete, manipulative materials.

They need to see the physical change in the appearance of a word when it is dissected and relate it to the auditory pattern. Use cutout letters or anagrams and ask the person to spell a word he knows, such as *man*. Ask him to say the word, then remove the first letter and replace it with a different letter (f). Explain that the word now says *fan* but that only the first sound changed. The rest of the word still looks and sounds the same.

Demonstrate the ways by which words can be analyzed. Select words from the person's vocabulary and show that the words can be taken apart by syllables and sounds. Choose words with close auditory-visual correspondence (letter-sound relationship). Separate the sounds of words in various ways so he can see and hear various groupings.

Develop higher level syllabication skills

Encourage analysis of words by syllables. Select mutisyllable, phonetic words from the person's vocabulary and write them on flashcards (corner, candy, finish). Give him a card that shows the first syllable of a word (cor) and then give him two or three cards and ask him to select one that completes the word. Encourage him to say them aloud when he tries to find the correct one (cor-dy; cor - ish; cor-ner)

Show words separated by syllables. Gradually reduce the size of the space between syllables until he can visualize the smaller units.

re mem ber re mem ber remember

Stress on Tactual Learning

Dyslexics who have both auditory and visual disabilities often profit from being taught through the tactual modality. Fernald recommends a tracing-sounding-writing method. The person selects a word he wishes to learn. The teacher writes it on a card in large script. The person traces over the word with his finger, saying each part as he traces it.

It may be helpful to choose a more controlled vocabulary, consisting mainly of meaningful nouns and verbs which are phonetic. It also may be helpful to some to reduce the sensory input, using looking and tracing without saying, or tracing over sandpaper letters.

Visual Dyslexia

Individuals with visual dyslexia can see, but have difficulty differentiating, interpreting , or remembering words. The level of severity may vary, from being totally unable to read, to only having difficulty with multisyllable words or with development of a sight vocabulary.

1. They are likely to have visual discrimination difficulties and confuse letters or words which appear similar. They may fail to note internal detail and confuse words such as *beg* and *bag*. Others may not see the general configurations of words such as *ship* and *snip*.

2. *Rate* of perception is slow. Some may be accurate in perception but very slow, having to scrutinize words slowly; they cannot rapidly recognize words.

3. Many show reversal tendencies both in reading and writing, such as reading *dig* for *big*.

4. Some have inversion tendencies and misread *u* for *n* or *m* for *w*.

5. Visual dyslexics often have trouble following and retaining visual sequences. If given the word *pan*, and asked to arrange letters in the same way, they distort order and might spell it *pna* or *nap* or *apn*. Others might be able to follow sequence with a model but not from memory.

6. They have visual memory problems which may include nonverbal and verbal experience. For instance, they might have trouble remembering visual characteristics of familar people or places, such as the color of a family member's hair or a landmark they pass every day.

7. Their drawings tend to be poor and lacking in detail. Important details may be omitted, even in simple drawings.

8. Some have problems with visual analysis and systhesis, such as in putting together jigsaw puzzles or anagrams.

9. They prefer auditory activities. They may memorize what they hear so well that teachers and others did not realize they could not read.

10. Certain types of games or sports may be difficult, such as playing baseball or building models.

Prepared by Jovita Ross, from Johnson, D. J. and Myklebust, H. R. (1964) Learning disabilities: Educational principles and practices

Educational Procedures for Visual Dyslexics

The visual dyslexic cannot retain the visual image of a whole word, and therefore needs a more phonetic approach to reading. For this type of disability reading instruction begins with short visual units which can be blended into works. At the same time, give training in visual memory and sequence. This will give the individual a systematic means of attacking words, but also help them to learn a sight vocabulary. If the person also has trouble blending sounds, however, a phonetic approach may also be difficult.

Teach letter sounds

Begin with sounds which are different both in appearance and sound, such as (*m, t, s*) Write the letters on small flash cards, say the *sound* of the letter, and ask the individual to say sound as letter is shown. A vowel sound should not be inserted after a consonant (*p*, not *puh*). The letter *name* is not introduced at this time, since many dyslexics are confused if given both the sound and name of the letter. Capitals should not be introduced until the person can read lower case letters.

Teach words that begin with each sound.

Ask the person to think of words that begin with each sound.

Teach identification of letter to its sound

After presenting three of four consonants, show the person the flash cards and ask him to identify the letter that goes with the sound. (Give me the *m*)

Vowel sounds

After the person has learned three or four consonants, present one or two vowel sounds. Generally the short *a* and the short *i* or the long vowel *ee* are easiest. to learn. Those with both auditory and visual problems may need to have long vowels presented first because they are easier to hear differences among. But it the person is good auditorially, present short vowels first because there are less letters to remember. *Only one sound is taught with each letter combination; exceptions should wait until later.*

Blend sounds into meaningful words

As soon as the individual knows a few consonants and vowels, teach him to blend these sounds into words. The words should be ones that are in his spoken vocabulary. Ask the person to use the word in a sentence, so comprehension is not neglected. The visual dyslexic often has no difficulty comprehending what is read; his problem is reaching the meaning. When sounding out words he can use meaning as a checking device.

Present word families

From the word man show him how he can change the initial consonant to form other words (*pan, fan, ran*). Final consonants also should be varied to form other words (*pat, fat, rag, rat)*. Anagrams or cutout letters are used frequently. Have the individual change the one letter at a time and see what word is produced.

Introduce two-letter consonant blends

He should read the blend several times, and be encouraged to think of both the sequence of the sounds and the letters. This requires relating a temporal sequence with a visual sequence and noting the change in sounds when letters are arranged in a different order (*ts, st, sk, ks)*

Introduce long vowel combinations and consonant groups that are represented by a single sound

The person is now told that he will see two or more letters but he will hear only one sound (*ay, ee, oa, th, wh, ch, sh*). This is often a hard step for the visual dyslexic whose memory span is short. Some may find rules helpful such as "When two vowels are seen together the first one says it own name." For those who find it hard to remember and apply such rules, it will be sufficient to not " When you see these two letters together, they usually say ___."

During this stage the reading vocabulary taught should be highly phonetic. Words should be selected that sound like they look.. The words should include sounds or combinations of sound that have been taught and should be part of the spoken language vocabulary.

Writing and spelling should be introduced right away. As sson as the indivudal learns to sound out a few words he should be asked to write them. Writing reinforces reading.

Simple sentences, paragraphs and stories.

As soon as the individual can read several words, write simple sentences, paragraphs, and stories for him. A few sight words will need to be introduced (I, the, you, they and others) but most of the words used should be ones that can be sounded out.

Improving Visual Deficits

Not all the procedures described will be needed with every visual dyslexic, but select from them depending on the specific problems.

Prepare materials carefully

Figures should be neat, boundaries well defined, printed materials clear and well-spaced. If too large, however, some dyslexics do not grasp the whole.

Improve scanning and develop order inspection of materials

Those who are distractible may skip back and forth from the beginning to the end of a word. They may fixate on details without noticing the important features. Matching and discrimination exercises can help.

Balance input

Some may need combining audition and vision; others may profit from audition, vision, and kinesthesis; others vision and kinesthesis. Trial learning sessions can help determine this.

Form and Configuration

Preparing figures to show the configuration of words may be helpful for those who overattend to detail.

where home and

Perceiving Detail

Others may attend to configuration, but need help attending to specific detail.

trial trait spend speed

Visual Sequentialization

Work on spelling words by leaving out one letter or section at a time

circle _ircle c_rcle ci_rcle cir_le circ_e

__rcle ci_cle cir__ e ___cle cir___ _____

Rate of Discrimination

Many dyslexics take a long time to recognize a word. Excerises which help them to rapidly match words may help increase rate of processing.

from from term from from them from from from

keep peek keep peel seep peek leap weep keep

Dr. Richard Cooper
Seminar Information

During our project year we were pleased to host a seminar by Dr. Richard Cooper, head of LEARNING disABILITIES RESOURCES. Dr. Cooper addressed a group of 20 of our instructors and tutors and provided a wealth of information.

Following are some of the informative handouts from our seminar.

ASSESSEMENT

Date _____ Age _____

NAME _____ EVALUATOR _____

ADDRESS _____ PHONE _____

_____ Grade _____

Early developmental tasks

Walked _____
Talked _____
Bicycling _____
Colors _____
Shapes _____
Beginning Reading _____
Beginning Writing _____
Beginning Number Concepts _____
Repeated grades _____

Right handed _____ Left Handed _____

Print Name No problem _____
legible _____ position on page _____ slant _____
size _____ letter formation _____ spacing _____
reversals _____

Write Name No problem _____
legible _____ position on page _____ slant _____
size _____ letter formation _____ spacing _____
reversals _____

Write sentence about why you are here. No problem _____
legible _____ position on page _____ slant _____
size _____ letter formation _____ spacing _____
reversals _____
complete sentence _____ punctuation _____ spelling _____
_____

Write the alphabet No problem _____
legible _____ position on page _____ slant _____
size _____ letter formation _____ spacing _____
reversals _____ complete _____ Mixed caps and small _____

Write numbers 1 to 12 No problem _____
legible _____ position on page _____ slant _____
size _____ letter formation _____ spacing _____
reversals _____

Drawing
_____

Dice

Counts individual dice _____

First Roll (6 dice)

Easily adds _____ counts _____ Total correct _____ incorrect____

works from small to large _____

works from large to small _____

Grouped _____

Noteable behavior _____

Second Roll (12 dice)

Easily adds _____ counts _____ Total correct _____ incorrect____

works from small to large _____

works from large to small _____

Grouped _____

Noteable behavior _____

Third Roll (20+ dice)

Easily adds _____ counts _____ Total correct _____ incorrect____

works from small to large _____

works from large to small _____

Grouped _____

Noteable behavior _____

adds _____

Always _____

Counts _____

can group like kind _____

can group by tens _____

can group by what number _____

learns new task quickly _____ slowly _____

becomes overwhelmed _____

turns over dice _____

Stacks dice _____

Lined up dice _____

Colors cause difficulties_____

implications for academics_____

Counts on fingers _____

Knows addition facts Yes _____ No _____

Knows subtraction facts Yes _____ No _____

Educational history

Elementary Schools _____

_____

_____

Grades A _____ B _____ C _____ D _____ F _____

Middle Schools _____

_____

Grades A _____ B _____ C _____ D _____ F _____

High Schools _____

_____

_____

Grades A _____ B _____ C _____ D _____ F _____

QPA _____

Colleges _____

_____

_____

Grades A _____ B _____ C _____ D _____ F _____

QPA _____

Graduate Schools _____

_____

Grades A _____ B _____ C _____ D _____ F _____

QPA _____

Special placement or assistance _____

_____

Spelling problems Yes ____ No ____ Some _____ What _____

Do you read a lot Yes ____ No ____ Some _____ What _____

Do you write a lot Yes ____ No ____ Some _____ What _____

Hyperactive Yes ____ No ____ Some _____ What _____

High Energy level Yes ____ No ____ Some _____ What _____

Mind races Yes ____ No ____ Some _____ What _____

Begins many tasks before complete them Yes ____ No ____

Leaves doors and draws open Yes ____ No ____

Organized Yes _____ No _____ Some _____

Impulsive Yes _____ No _____ Some _____

Distractible Yes _____ No _____ Some _____

Sights _____ Sounds _____ Own thoughts _____

Difficulty learning multiplication tables Yes _____ No _____

Problems with long division Yes _____ No _____

Word Problems difficult Yes _____ No _____

Taken algebra _____ problems _____

Taken other math _____ problems _____

Catorigies

Did you have trouble with science Yes _____ No _____

Put cars, TV shows, animals into categories _____

_____

Reading word list, Word attack skills,

Read to line _____

Word attack skills _____

Phonic skills _____

Able to read to line with contextual clues _____

Noteable problems _____

Reading passage

Word attack Simple words _____ Complex words _____

Choppy _____

Left off or missed endings _____

Misreads words _____

Added words _____

Skiped words _____

Substitutes words for similar words _____

Difficulty prouncing words _____

Doesn't take punctuation into account _____

Tracking problems _____

Use of finger _____

Ability to paraphrase _____

Reads whole pages without remembering _____

Fireworks _____

Problems with Comprehension _____

familar _____ unfamilar _____

Tilts head _____

Directionality

Problem with right and left Yes ____ No ____ Maybe _____

Reversals early childhood Yes ____ No ____ Maybe _____

Type _____

Reversals as adult Yes ____ No ____ Maybe _____

Type _____

Reversals other than words Yes ____ No ____ Maybe _____

Type _____

Poor sense of direction Yes ____ No ____ Maybe _____

Concentration Good _____ Limited ____ Dependent on _____

Play sports Yes ____ No ____ Some _____ What _____

Coordination Good_____ Poor_____

Problem with hand/eye coordination Yes _____No _____ Some _____

Loses things often Yes _____ No _____ Some _____

Emotional stability
Even____ Depressed_____ Cyclic_____

Mood Swings Yes _____ No _____
Happy _____ Sad _____ Anger _____ Overwhelmed _____

Nervious Yes ____ No ____ Some _____ What _____

Test anxiety Yes ____ No ____ Some _____ What _____

Daydream Yes _____ No _____ When _____

Motion Sickness Yes ____ No _____

Curious Yes ____ No ____ Some _____ What _____

Notetaking problems Yes_____ No_____ What Kind _____

Difficulty learning things for the first time. _____

Does it take longer to do things. _____
Reading _____
Writing _____
Math _____
Other _____

Expressive language
Vocabulary _____

Organization of thought _____

Appropriateness _____

Prounciation _____

Tics or Notable behavior_____

Memory Problems

Employment _____

_____

_____

Artistic _____

Art _____

Music _____

crafts _____

Time managment good _____ poor _____ somewhat _____

Auditory Difficulties

Listens to more than one conversation at once _____

Distracted by background noise _____

Able to Rhyme _____

Receptive language Problems _____

Problems with multiple directions _____

Problems with sequencing _____

Methodology Utilized in Compensating for or Overcoming Learning Disabilities

1. Characteristics of Learning Disabilities

   a. Visual perception
   b. Auditory perception
   c. Memory problems
   d. Sequencing
   e. Right/Left difficulties
   f. Fine and Gross motor problems
   g. Non-sequential logic
   h. Distractibility
   i. Impulsive behaviors

2. Compensating or Overcoming Learning Disabilities

   a. When compensation is appropriate
   b. When attempts to overcome problems are appropriate
   c. When a combination of both is necessary

3. General Techniques

   a. Development of self awareness
   b. Learning to plan for situations
   c. Behavior modification
   d. Practice
      Role playing
      exercises

4. Specific Techniques for each of the characteristics

   a. Visual perception
   b. Auditory perception
   c. Memory problems
   d. Sequencing
   e. Right/Left difficulties
   f. Fine and Gross motor problems
   g. Non-sequential logic
   h. Distractibility
   i. Impulsive behaviors

5. Specific Techniques for academic problems

   a. Reading problems
   b. Writing problems
   c. Spelling problems
   d. Organization problems

6. Special Techniques for Social problems

LEARNING disABILITIES RESOURCES
P.O. BOX 716
30 SUMMIT GROVE AVENUE
BRYN MAWR, PA 19010
215-525-8336

Learning disAbilities Resources was established to develop and distribute educational, motivational and helpful items for individuals with learning differences. Some of these items are available elsewhere while others are unique to this catalog. We will continue to search for items which can be helpful to individuals with learning differences and to the parents and teachers who work to teach them.

TIC TAC TOE MATH

INSTRUCTIONAL GUIDE

This instructional guide is designed for parents and teachers. The guide teaches the system and provides detailed instructions on how to teach the tables one through infinity. It also demonstrates how to use the tables for solving problems.

Price $12.95
Shipping 1.00

WORKBOOK

This workbook is designed for students both (children and adults) to learn the the multiplication tables. It has many of work sheets which enable the students to learn and practice the system. The student learns the tables and how to use them to solve multiplication and long division problems.

Price $3.50
Shipping 1 to 10 1.00

INSTRUCTIONAL VIDEO

The instructional video features Dr.Richard Cooper teaching TIC TAC TOE MATH.

Price $19.95

TIC TAC TOE MATH SOFTWARE
This software for IBM and compatible computers provides the student with practice learning the patterns.

Price $34.95

SIGHT/SOUND SYSTEM

INSTRUCTIONAL GUIDE

The SIGHT/SOUND SYSTEM is the result of years of clinical work with students who have learning problems which make decoding words phonically difficult. This publication provides explanations how to use the system for students just learning to read or reading on a very low level. This system also has techniques and exercises for students who need to improve their reading skills up to the high school or college level.

Price $14.95
Shipping 1.00

INSTRUCTIONAL VIDEO

This instructional video features Dr. Richard Cooper explaining how to teach reading using the SIGHT/ SOUND SYSTEM. It is designed for parents and teachers who want an alternative method for teaching reading without phonics.

Price $19.95
Shipping 1.00

AUDIO TAPES

These recording are explanations of what it means to have a learning difference, problem or disability. Dr. Cooper, who can personally identify with this topic because of his personal experiences, talks to the listener in terms which are appropriate for students who are of elementary, middle or high school age. Price $8.50 each.

Elementary School Age	15 minutes each side
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Many of Dr. Cooper's presentations have been audio taped. These tapes are not professionally recorded, but the content is good. We are currently reviewing these presentations and making the best available. Price $4.50 each.

1. Interview about learning differences. Philadelphia, April 1989.
2. Radio Interviews in English and Spanish, (El Paso, TX, 1987) What are Learning Differences? 30 minutes
3. Positive Self-image (Presented at Reading, PA, Awards Dinner, 1987) 25 minutes

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A number of Dr. Cooper's presentations have been video taped. The quality of these tapes vary but the content is informative. We are making these tapes available for a fee which covers the cost of duplication and shipping. They can be purchased for $10.00

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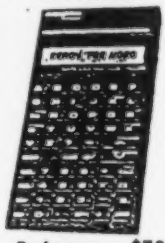

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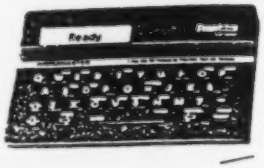

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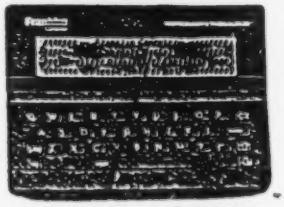

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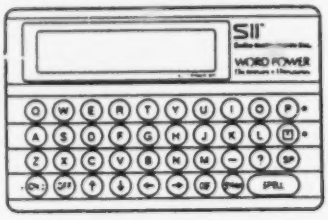

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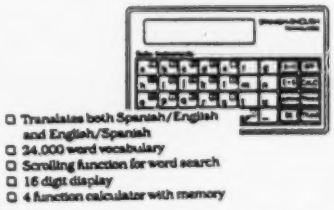

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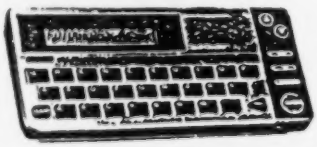

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We also have Texas Instruments Learning Products for children available. For more information about these productes contact our office.

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Why do many individuals with learning disabilities (learning and living differences) have emotional difficulties? Many experience anger, frustration, depression, and confusion. What are the social and emotional consequences for individuals who are different? Many individuals with a learning disability experience problems in everyday living--such as social interaction, or accomplishing simple tasks involving phones, store-clerks, or transportation--which go beyond the expected problems in academic skills. Those who are "different" (learning disabled (LD), physically handicapped, and so on) must also deal with social stigma: the ostracism, ridicule and isolation people who are different experience.

Is it possible that those who are different experience emotional stress from trying to be what they are not? Like most other humans, the LD individual wants to be accepted by others. He therefore attempts to be like others and to hide his differences. He may even try deny to himself that he is different, and yet feel embarrassed because he is different.

Do the learning disabled eventually realize that they are different and become comfortable with the situation? The LD individual often feels pressured to fight his difference and to accept society's negative attitude about those who are different. However, the LD individual can be helped to accept his difference as merely a difference, not as something to be ashamed of. In time, he may learn to view some differences as assets--ways to greater creativity, for example--and not necessarily as disabilities.

How can one turn "disabilities" into assets? By realizing that some of our differences are actually strengths. For example, some LD individuals think in a round-about way: instead of "a", "b", "c", they think "pqr", "lmn" and so on. This can actually be an asset when it is desirable to see things in a creative or less rigid way.

John Dewey, the father of modern American education, writes that every person sees every new experience differently than every other person because of all of the past experiences and circumstances in his life. Even similar people can perceive the same situation in a different way. An LD individual is even more prone to see a different side to an event than those with a more common way of perceiving. Not only is every experience and thought shaded by the learning difference, but it also reinforces the difference: those of us who are different remain and become more different than people who do not share our difference.

This tendency for LD individuals to remain and become more different has stunning consequences for modern society, the educational system and, even more so, for the learning disabled individuals themselves. Perhaps the greatest consequence is to the emotional life of the individual who is different. Will the LD individual ever come to terms with, and accept, that he is different?

The consequences for the educational system arise from an inflexible attitude towards what is different. Some learning "disabilities" arise from modern society's rigid adherence to standards which it sets. What does not meet the accepted standard becomes a

disability. Though objectively it may simply be a difference, like left-handedness, what is different is considered a disability--or even more negatively--a defect.

If the educational system and society try to make us think and perform contrary to our nature, then we waste time and energy learning in a manner that is opposed to our natural learning styles. (The energy wasted is not only the individual's, but is the educational system's.) Further, much time and energy is spent trying to achieve a lifestyle or career goal for which one does not have an inherent ability.

The individual who is different is constantly being told by society and the educational system how to think, feel and act: to be like the majority. And at times the LD individual can manage to see and act as others do, but more often she perceives and behaves differently. Whether working with adults or children, one will find that a majority of those with learning problems realize that they think and behave differently. Though they may realize this, they often do not accept it.

It is this conflict that causes the different to feel an added frustration with him- or herself in a social context. Eventually, the dilemma over trying to be accepted by others versus trying to accept oneself as one truly is may cause emotional problems manifesting as anger, guilt, or depression. This is in addition to the frustration that arises from dealing with the difficulty with the learning disability itself: problems in reading, comprehending, or expressing oneself.

It is quite important for the emotional manifestations of a learning difference to be recognized and dealt with effectively: as important as it is to deal with the learning difference itself. If the learning differences are not understood and handled properly at an early age, the emotional and behavioral problems may escalate into greater problems. For example, I had a client who, through his childhood and teens, was misunderstood and not given the help he needed. His labels progressed through "hyperactivity" (kindergarten), "learning disabled" (elementary school), "socially and emotionally disturbed" (junior high), and finally he experienced trouble with the law and a psychiatric hospitalization.

The learning disabled college student suffers the same emotional strains the younger LD person does. She struggles with emotional problems and often needs counseling for the anger, frustration and confusion described already, as well as for academic advice, assistance with interpersonal skills, and support in dealing with college in general.

How can one be effective in helping learning disabled individuals cope with emotional issues? One must keep in mind that no two LD individuals have the same matrix of strengths, weaknesses, and interests. (See the matrix chart). Understand how the person's strengths and weaknesses exist in the context of the family, school, and social environment, and how the person's own temperament affects their disability.

The counselor must understand how a learning disability makes a

person feel different and perceive the world differently. The counselor must also have a clear understanding of the client's weaknesses and potential strengths before he or she can effectively help the person in a more than superficial way.

The ideas set forth here are ones which the author has found helpful for himself and in his dealing with the learning disabled. The techniques are based upon a prior assessment of the client's learning disabilities and his/her matrix of strengths and weaknesses. The author's techniques are based upon seeing the emotional issues of the learning different as being an educational rather than a psychotherapeutic problem. The emphasis is upon learning new, adaptive behaviors, not upon developing psychoanalytic insight.

There are five techniques which the counselor can use to help the LD client. These techniques are: 1) acceptance of the client as he/she is, 2) teaching him/her self-awareness, 3) identifying specific information about learning or social interaction that is needed, 4) teaching that information, 5) and encouraging the client to move slowly.

The counselor needs to begin by accepting the student as he or she is, without judgement. This is important because so many individuals with a learning disability have had to deal with the expectations of others and the feelings of frustration and rejection that arise when they could not meet those expectations. Because of this, they feel that no one accepts them as they are; instead, they feel that acceptance of them as an individual is dependent on doing what they cannot do: a "no-win" situation for any individual.

By accepting the individual unconditionally three things happen. First, the counselor becomes open to understanding more about the student who is different. Second, the student is better able to trust the counselor. With understanding and trust between counselor and client, the counselor, can lead the client in directions never before explored. Third, the client can be helped to develop self-acceptance: an important goal in counseling.

Often the learning different have developed very effective defenses against allowing others to get too close. Developing trust helps break down this defensiveness. LD individuals are often distrustful because they are afraid that their weaknesses will become more obvious, or that the other person will not like them because they seem inadequate. Unfortunately, this has been the client's experience in the past.

Once the counselor has accepted the student with a learning disability as he is, the second step for the counselor is to to assist the LD client in developing as much self-awareness as possible. By self-awareness we mean having an understanding of one's own ways of perceiving, thinking, and interacting with others. To not only understand the nature of one's learning disability--which may manifest as a perceptual, reading, or language comprehension difference--but also one's emotional and interpersonal ways of being-in-the-world. Only when the person who has a learning difference understands that difference and how it affects her life can she then begin to understand where and how to fit into society.

Some of the characteristics of a learning disability that one must become aware of are: that one may be developmentally behind one's chronological peers (emotionally and intellectually), as well as having different learning styles, perceptions and thought processes. Learning is not only acquiring factual information: it is also acquiring a sense of appropriate behavior in oneself and others.

Besides the characteristics which affect how an individual learns, the learning disabled student needs to know how her behavior is perceived by others. Often the LD student does not know how she is perceived by the people around her. If the student has developed trust in the counselor, then that trust can be used to allow the counselor to show the LD student what her appropriate and inappropriate behaviors are.

The third step is to identify an area in which the LD student needs some information. For example, a counselor may identify a problem in deciphering difficult words as an aspect of the LD individual's learning style. The counselor may also identify a problem with eye-contact that the same individual manifests as an aspect of his behavioral style.

The fourth step is to teach the LD individual the information needed. In this example, ways of deciphering difficult words, and practice in maintaining appropriate eye-contact are taught.

The LD individual can be shown how her lack of eye-contact affects others through role-playing, using different eye-contact "styles." Note that this is a concrete way of conveying the message, since simply telling the LD individual about eye-contact, body language, appropriate verbal language, etc. may not achieve the desired goal.

LD individuals have in the past experienced disapproval or bafflement on the part of those around them when they have behaved "inappropriately" or "stupidly". Often other people in the LD individual's environment do not understand that a person can miss learning things which the rest of us seem to absorb without effort, such as not interupting others when they speak, not trusting strangers, or maintaining eye-contact.

The LD individual often does not or cannot learn what other people in society learn easily and take for granted, such as social skills. In many cases the LD student must be instructed in what appears to other to be simple, common-sense information. In addition, the information may need to be communicated in a very direct and concrete format, or through example, instead of through verbal or written communication.

For example, an LD individual may ask too many seemingly unrelated questions in class, to the point of annoying the professor and other students. The counselor who becomes aware of the situation can help the student understand why she needs to ask so many questions. The reason may be because the student's reading skills are not as good as her listening skills. The student may find it easier to ask about information which others students would obtain from the text book. Helping the student clarify the learning style is part of self-awareness.

Just because the LD student understands why he uses an inappropriate behavior (such as asking too many questions) does not automatically mean that this student will know how to change this pattern of behavior. Here the counselor can assist by providing the student with some options for changing the behavior.

In this example, other methods for obtaining information can be explained. The student might not be aware that she could save her questions for after class or that some of the questions will be answered during the lecture later in the class. Suggesting that the LD student ask other students for some of the information rather than always taking class time to ask the professor for all the information may be a way for the student to learn without being perceived as a pest. Teaching the LD student how to use his or her learning style in a more socially appropriate manner gives the student a better chance at success not only in future classes, but also in other social interactions.

The counselor needs to be aware that the LD student may have an overwhelming fear of failure or rejection. This lack of self-confidence is one of the most noted aspects of the college student with a learning disability. Counselors who assist many students deal with anxiety may find that the learning disabled often do not respond to the counselor's advice the same way other students do. Telling a student that things will be all right after he faces and completes the task may only create more fear in the LD student.

When faced with a difficult assignment, and fear of failure is the issue, exhortations to keep trying, breaking the task into smaller parts, setting target dates and other common techniques to reduce anxiety, may only make the LD student more fearful. Building up a history of successes by starting with very small and easy tasks is more helpful. It is very important to develop a history of success in the individual who is completely lacking in self-confidence. He has had enough failures in the past. It is better for such a person to have a very small success than another failure. Also, hypnosis can be used for stress-reduction.

Eventually the LD student can learn to tolerate failures. As a healthier self-image is built up, so is motivation: the student can then be taught that rather than avoid all difficult tasks to try harder, risk failure, to over-compensate, if necessary. LD individuals need to learn that just because something isn't easy for them it isn't necessarily impossible.

The LD client may become more fearful when faced with tasks because the person's past experience may be that no matter how hard he tried, his work was still inadequate. The student with a learning difference may have trouble using the study skill techniques which other students find so helpful. Or the student may lack the internal structure to organize activities to arrive at the desired outcome in an orderly way. The counselor again needs to accept the student where she is stuck, and help the student understand why she is stuck before the student can move forward. Then very specific techniques for getting unstuck must be employed.

In assisting the LD student with self-awareness the counselor and

the student may find that there are techniques which the student can use to compensate for a weakness or draw upon a strength that have not been tried before. LD client's may have been in rigid environments that used only standard task-reduction, study, and time-management techniques. LD client's often benefit from more individualized and creative approaches.

The individual who has a learning difference can also be said to have a living difference. As already pointed out, LD individuals often manifest emotional and behavioral difficulties along with what is traditionally considered the learning disability.

The learning disabled college student who has not been very aware of himself, lacks self-confidence, and has not been very successful in many areas of his life, may make dramatic strides with appropriate counseling. It is not unusual to find the student moving too fast. The counselor may realize that the student is not going to be able to handle it all. Remember that a change in a learning difference may mean a change in a living difference. She must be prepared for this impact on her life. The fifth technique that should be used is encouraging the student to move slowly and to adjust to life-style changes.

Pointing out how all large and small steps together are changing the student's self-image and preparing the student for setbacks provides the student with a better perspective. The learning disabled are often good sprinters; when they focus on an area of their lives they can make great strides, but often at the sacrifice of some other part of their lives. Anticipating setbacks, preparing the student for them, and being there to provide support when they happen can lessen the effect of these setbacks.

In summary, there are a number of reasons why students with learning disabilities need personal counseling. Confusion about themselves and what is expected of them, depression and frustration are common reasons. A counseling pattern which the author has found successful when working with learning disabled students includes: 1) accepting the student where s/he is; 2) assisting the student with self-awareness; 3) identifying an area in which the student needs more information; 4) teaching the student what s/he needs to learn; 5) encourage the student to move slowly so that the student can adapt to new situations and feelings. When they fail or have a set back, the process begins again by accepting them where they are. The more the counselor knows about the living and learning different the better able he or she will be to assist the learning disabled student.

Richard J. Cooper, Ph. D.
Learning Disabilities Consultants
P.O. Box 716
Bryn Mawr, PA 19010
(215) 525-8336
July, 1985

THE LEARNING disABILITIES NEWSLETTER

Vol 7, No. 3 Published by LEARNING DISABILITIES CONSULTANTS February, 1990

CENTER FOR ALTERNATIVE LEARNING: Winter Schedule: Our adult basic education and literacy class schedule has changed. The day class has been moved from Monday/Wed 1:00 to 3:00 to Tuesday afternoon -- 1:00 to 3:00 and Thursday -- 10:00 to 12:00. The evening classes hours have also been changed:

Monday 6:30 to 8:30
Thursday 6:30 to 8:30

The classroom at the center is available for study and computer aided instruction during regular office hours -- 9 to 5.

We continue to offer tutor training every month. Volunteers who would like to receive training should contact our office for the schedule. Individuals who would like to have a tutor should contact Shirley or Anne-Louise for more information.

RESEARCH: The Tic Tac Toe Math research project is proceeding on schedule. Any of our readers who have used the system and have comments about its effectiveness or shortcomings should forward them to Alan Harrod who has joined our staff as project researcher.

SPEAKING SCHEDULE: Dr. Cooper will be speaking at a number of institutions and conferences this winter and spring:

March 16th School District In-Service, Lower Dauphin
March 17th Mifflintown Library
March 6th ABE Program Penn State Campus, Beaver
April Wilson College, Chambersburg
May 20th, Bucks Co LDA

A list of Dr. Cooper's workshops and descriptions of the topics covered in each workshop is available. For more information contact our office.

VOLUNTEERS: As a means of extending our volunteer training we are lending the video tapes of Tic Tac Toe Math and the Sight/Sound reading system to any of our tutors who would like to borrow them. Please reserve the videos one week in advance.

CONFERENCES

Dr. Cooper and Dr. Gilbert Schiffman have agreed to co-chair a national task force on the continuing education of adults with learning disabilities. The purpose of the task force is to identify issues, concerns and recommendations about programs, policy and fiscal matters concerning the continuing education of adults with learning disabilities. These comments from adult educators, other professionals, tutors, parents, and adults with learning problems will be used to develop an agenda for a forum which will take place at the annual conference of the Association for Adults with Special Learning Needs. This meeting will be held at the Grenefe Resort near Orlando, Flordia on August 14 to 19th. Please send your comments and ideas to Dr. Cooper.

MAILING LIST WOES: If you know anyone who has not received the newsletter recently or if your address is incorrect, contact our office and we will make the necessary corrections to our mailing list.

SOCIAL/RECREATIONAL ACTIVITIES: Our next excursion will be to Washington D.C. On May 5 we will board the train in Philadelphia bound for Washington to visit the Smithsonian Institute. This day trip will cost $65.00. Our staff will act as guides. It will be a good social and educational experience. To make reservations for this trip call Shirley at our office. Notice and payment must be made by April 23.

We will have a movie night, featuring the Movie "Rainman" on March 19th and another movie (to be announced) -- April 5th. A discussion will follow the movie.

Travel in Europe: A three and a half week tour of Europe is being lead by Lorraine Miley. Students will learning disabilities can participate in this tour. For more infomration contact Mrs. Miley at 215-489-2653. Reservations by March 15.

EDUCATIONAL MATERIALS: Copies of the Learning disAbilities Resources's catalog are available upon request.

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Two phenomena which are associated with the right left discrimination problem described in the last newsletter are what I call flickering.

The phenomenon of flickering is best described by example. A student with right/left discrimination difficulties encounters the word "in" while reading. The student reads "on" instead of "in." The teacher asks the student what the word is and the student, unaware that he said the wrong word, now reads the word correctly.

What seems to be occuring is what I call flickering. It appears that the student perceives a two letter word that begins with a vowel and ends with an "n." Very quickly the mind sets up an "either/or" situation. The word is either "in" or "on." The geometric progression of either/or begins and in a split second the mind fluctuates back and forth trying to decide if the word is either "in" or "on." The student decides that the correct word is "in," but "on" is what he says. When asked what the word is, the student correctly reads "in" because there is no flickering this time. The same can be true of the following examples: "the" and "a", "where" and "there," "how" and "now," "this" and "that," "of" and "off," "black" and "back" and so on with words which are similar.

Many teachers observe this phenomenon but do not know what to do about it. The first step in helping a student to reduce "flickering" is to make the student aware of the phenomenon. Once students are aware that this is happening they can often reduce the occurences by stopping the geometric progression of "either/or" when it begins. This will not eliminate the problem but it provides the person with an opportunity to control it to some extent. As with most human behaviors, the more often they occur the more automatic they become. Years of unrecognized flickering would logically result in more flickering. Controlling it reduces the number of instances, thus reducing its habitual occurance. Mnemonic techniques also can be helpful.

I continue to search for ways to assist clients with right left problems. Any suggestions from our readers are appreciated. Due to the changing economy and climate about hiring disabled workers, we have expanded our job program to include a job readiness instruction, interview video taping, interest and aptitude testing, job coaching, career counseling individualized placement and follow up.

We are always interested in hearing from employers who need employees. We pride ourselves in analyzing the job tasks to make a good match between employee's strengths and employer's needs. We have prepared a brochure about these services which can be obtained by contacting our office.

APPOINTMENTS: To arrange an appointment for any of our services, please call the following numbers:
Bryn Mawr and or Northern Montgomery County -- 215-525-8336
Office hours Fridays in Harrisburg at the Point Shopping Center, Room 204.
717-257-1016

NETWORKING: We receive calls from all over the country requesting services. We would like to hear from professionals who can provide services similar to those we provide so that we can make appropriate referrals. Please send information to our office.

TAX PREPARATION ASSISTANCE: We are pleased that David Kligerman will be available to assist disabled taxpayers during the tax season. David who works for the IRS, has informed us that he will take phone calls from anyone who has questions about taxes. We encourage parents of young adults with learning problems to take advantage of this service as a way to foster independence. Completing tax forms is one of those living skills which we should all learn. David will be available in our office on, 2/10, 2/17, 3/3, 3/17, 3/31, 4/14

As always, we thank everyone who has made a donation to the newsletter. If you or someone you know would like to be added to our mailing list, please write: P.O. Box 716, Bryn Mawr, PA 19010, or call (215) 525-8336. Our circulation is more than 4,000; it is sent to people in every state and 10 countries.

This newsletter is prepared by the staff of Learning disAbilities Consultants directed by Richard Cooper, Ph.D., established as a consulting and counseling service. The staff assists learning disabled children, adolescents, adults, and their parents deal with the difficulties associated with learning differences, problems and disabilities. Individual tutoring and counseling encompassing academic, career, and personal development is available. Job placement is available either through the OVR Program or privately. We also conduct various workshops during the year.

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